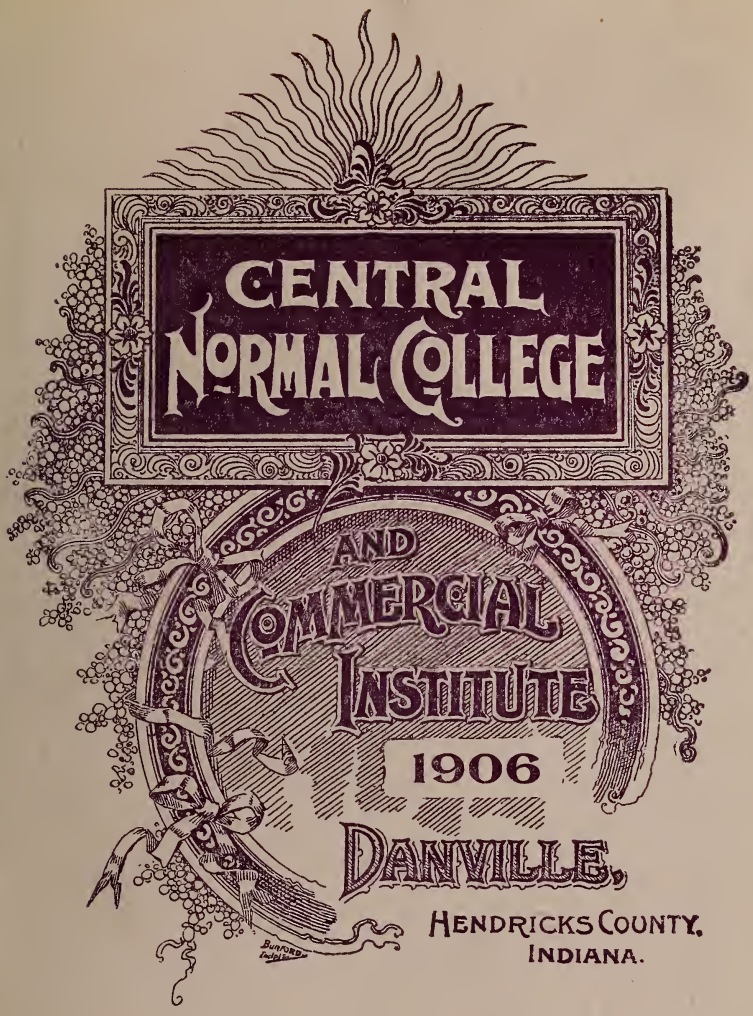
D23H
1905/06


CENTRAL
NORMAL COLLEGE
AND
COMMERCIAL
INSTITUTE
1906
DANVILLE,
HENDRICKS COUNTY,
INDIANA.

Facts to Note in Selecting a School

1. The Central Normal College has an enviable history and stands high with the educational public.

2. The Central Normal College maintains an able and efficient faculty of men and women of national reputation—authorities on the subjects they teach.

3. The Central Normal College sustains both beginning and advanced classes in almost every common school, high school or college branch, and divides a class when it is too large for students to receive individual attention.

4. The Central Normal College provides, without extra cost to the student, ample apparatus and an excellent reference library.

5. The Central Normal College admits the students to almost every department on the payment of one tuition.

6. The Central Normal College guarantees its students good board, commodious rooms and able instructors—at a minimum of expense.

7. The Central Normal College makes no discriminations in favor of wealth or position. It counts nothing for a student but merit, nothing against him but failure.

8. Our students come from good families and good homes. They are earnest and upright, industrious and self-supporting; they know the value of time and money, and appreciate a school whose basic principle is economy.

9. Our students room in private families under the refining influence of the home. They can thus be healthier and happier, learn more and live longer than when promiscuously placed in dingy dormitories.

10. Our students can enter at any time, select their own studies, and count their credits on a course. They are not compelled to take over studies in which they are already proficient.

11. Our students all maintain pleasant relations with both faculty and citizens as well as with one another. If one gets sick, he is carefully provided for.

12. Our students, mostly self-supporting, come with a definite purpose, and work toward a definite end. They thus accomplish from a third to a half more than those that are sent to school.

13. Danville, twenty miles west of Indianapolis on the Big Four, is easily accessible from all points.

14. Danville is known as "that beautiful little city without a saloon."

15. Danville is a place where farmers can send their boys and girls and know they are safe.

16. Danville has six churches. The Masons, Odd Fellows, Modern Woodmen, Knights of Honor and Knights of Pythias all have strong and growing organizations. No town in the United States has a better moral and religious atmosphere.

SPECIAL NOTICE.

August 25, 1906, Dr. A. J. Kinnaman resigned to become Dean of the State Normal School at Bowling Green, Ky. The Board of Trustees promptly and unanimously elected Prof G. W. Dunlavy President of the Central Normal College. He assumed his new duties September first.

TOTAL ATTENDANCE BY STATES AND COUNTIES, 1876 TO 1906.

N. B.—A large number of those enrolling from Hendricks County, Indiana, were from families that moved from other counties and other states for the sole purpose of patronizing the College.

INDIANA COUNTIES.

Adams	19
Allen	31
Benton	200
Bartholomew	365
Blackford	55
Boone	620
Brown	239
Carroll	200
Cass	135
Clark	120
Clay	404
Clinton	428
Crawford	216
Daviess	286
Dearborn	209
Decatur	308
DeKalb	16
Delaware	255
Dubois	95
Elkhart	45
Fayette	156
Floyd	54
Fountain	136
Franklin	96
Fulton	43
Gibson	198
Grant	108
Greene	154
Hamilton	309
Hancock	497
Harrison	207
Hendricks	3,517
Henry	224
Howard	193
Huntington	157
Jackson	269
Jasper	119
Jay	58
Jefferson	225
Jennings	147
Johnson	279
Knox	137
Kosciusco	8
Lagrange	16
Lake	1
Laporte	13
Lawrence	390
Madison	285
Marion	597
Marshall	11
Martin	175
Miami	71
Monroe	233
Montgomery	591
Morgan	381
Newton	115
Noble	19
Ohio	43
Orange	200
Owen	151
Parke	474
Perry	306
Pike	69
Porter	1
Posey	110
Pulaski	58
Putnam	585
Randolph	374
Ripley	81
Rush	429
Scott	62
Shelby	774
Spencer	210
Starke	4
St. Joseph	37
Steuben	1
Sullivan	277
Switzerland	100
Tippecanoe	250
Tipton	339
Union	97
Vanderburg	68
Vermillion	98
Vigo	95
Wabash	47
Warren	139
Warrick	152
Washington	245
Wayne	126
Wells	108
White	58
Whitley	38

A FEW STATES.

Indiana	20,657
Illinois	3,261
Ohio	854
Kentucky	839

SOME COUNTIES OF ILLINOIS.

Champaign	134
Coles	176
Clark	114
Cumberland	76
Crawford	249
Christian	92
Douglas	164
Edgar	321
Edwards	24
Effingham	35
Lawrence	212
Maccoupin	59
Montgomery	155
Shelby	56
Wabash	153
Wayne	55
White	30

THIRTIETH ANNUAL CATALOGUE

OF THE

CENTRAL NORMAL COLLEGE

AND COMMERCIAL INSTITUTE

DANVILLE, INDIANA

1906

INDEX.

ACADEMIC COURSE 18, 22
ALGEBRA 40
APPARATUS 12
ARITHMETIC 39
BAND 34
BOOKS 12
BUSINESS 26
CALENDAR 1
CHRISTIAN ASSOCIATIONS 14
CLASSIC COURSE 19, 23
COLORED STUDENTS 15
COURSES OF STUDY 17
DANVILLE 6
DEBATING 47
DEGREES ARE CONFERRED 15
DRAWING 36
ECONOMICS 24
EXPENSE 9
FACULTY 3
GENERAL EXERCISES 12
GERMAN 42
GEOGRAPHY 39
GOVERNMENT 11
GRAMMAR 37
GRADES 14
HISTORY 39
HISTORY OF THE SCHOOL 5
HISTORY OF EDUCATION 45
LAW 25
LATIN 41
LETTER WRITING 44
LIBRARY 10
LITERATURE 38
LOGIC 24
MATHEMATICS 40
MISCELLANEOUS WORK 10
MODEL SCHOOL 44
MUSIC 30
NATURAL SCIENCE 42
ORCHESTRA 35
PEDAGOGY 45
PHYSIOLOGY 40
PENMANSHIP 45
PIANO COURSE 31
POSITIONS 11
PREPARATORY COURSE 17
PSYCHOLOGY 43
PRIMARY DEPARTMENT 44
READING 38
REUNIONS 12
RHETORIC 38
R. AND S. SOCIETY 14
SPECIAL COURSES 20
SCIENTIFIC COURSE 18, 22
SHORTHAND 29
SICK 11
TEACHERS' COURSE 17, 20
TRAINING CLASS 44
TYPEWRITING 29
VIOLIN 34
VOCAL MUSIC 33, 41

CALENDAR FOR 1906-1907.

FALL TERM opens September 4, 1906, to continue 10 weeks.
FIRST WINTER TERM opens November 13, 1906, to continue 10 weeks.
SECOND WINTER TERM opens January 22, 1907, to continue 10 weeks.
SPRING TERM opens April 2, 1907, to continue 10 weeks.
SUMMER TERM opens June 11, 1907, to continue 8 weeks.
FALL TERM OF 1906 will open the first Tuesday in September.
HOLIDAY VACATION, December 21 to 26, 1906.

Students of Central Normal College at Chapel Exercises, April 11, 1905. Some children from the Model School in front row; Faculty in center aisle. 600 students present.

FACULTY.

A. J. KINNAMAN, Ph. D., President.
Pedagogy, Philosophy, English Grammar, and in Charge of the Classic Course.

G. W. DUNLAVY, Vice-President.
General History, Geography, and Algebra, and in Charge of the Scientific Course.

C. A. HARGRAVE, Secretary and Treasurer.
Higher Mathematics, Science, and Civics.

MRS. MARY PATTON,
U. S. History, Latin, Algebra and Arithmetic.

RYLAND RATLIFF,
Science and in Charge of Laboratory and Museum.

MRS. E. E. OLCOTT,
(Spring and Summer Terms only.)
Model School, Rhetoric, Literature, Reading, and in Charge of Teachers' Course.

H. M. WHISLER,
Higher Mathematics, German, Arithmetic, Algebra.

PAULINE HILLIARD,
Rhetoric and Literature.

J. M. NISWANDER,
Book-keeping, Penmanship, Commercial Law, Letter-writing, and in Charge of the Business Course.

MRS. LAURA C. NISWANDER,
Shorthand, Typewriting, Elocution, and Book-keeping.

C. W. GASTON,
Mathematics.

MRS. MARY T. HADLEY,
Drawing.

SOLON A. ENLOE,
Law, and in Charge of Law Course.

Assistant Teachers and Lecturers in the Law School.

JUDGE T. J. COFER.	GEORGE EASLEY,
G. T. PATTISON,	CHARLES FOLEY,
O. E. GULLEY,	JAMES L. CLARK ,
C. W. GASTON,	RALPH HURON,
ALB. N. BLESSING,	JNO. T. HUME.

EDWARD EBERT-BUCHHEIM,
Piano, Harmony, and Head of the Piano Department.

MRS. IRIS BELL GASTON,
Piano and Organ.

FRED. LUSCOMB,
Voice, Vocal Classes, Harmony, Violin, Mandolin, Clarionet, Guitar, Cornet, Band and Orchestra.

TRUSTEES OF THE COLLEGE.

T. J. COFER, President.
G. T. PATTISON. Secretary.
TOWNSEND COPE,
W. C. OSBORNE,
O. E. GULLEY,
C. A. HARGRAVE,
J. D. HOGATE.

WHEN YOU ARRIVE.

Try to arrive on a day train and come at once to the College office. Leave your trunk at the station and keep your check for it until you select a room.

CORRESPONDENCE.

Correspondence can be adressed to any of the officers of the College. Immediate reply will be made to every communication. Questions are cheerfully answered.

A. J. KINNAMAN, President.
G. W. DUNLAVY, Vice-President.
C. A. HARGRAVE, Secretary and Treasurer.

THE CENTRAL NORMAL COLLEGE.

A Progressive School for Progressive People.

PURPOSE OF THIS COLLEGE.—The time is almost gone when only the few are expected to be educated. Men and women in all lines of life to succeed must have good general intelligence, a large fund of information easily accessible and ability to think and to express their thoughts. These attainments are impossible without a course in college. And this in turn can not be had in the more expensive institutions without the expenditure of a larger amount of time and money than most poor men can spare. The Central Normal College meets this emergency in three ways: First, by reducing expenses to a minimum; second, by lengthening the school year to forty-eight weeks; third, by excluding from the course all but essentials. With these facilities for education any ambitious boy may be the proud possessor of an intellectual fortune, in comparison with which the miser's millions are insignificant. Every day the competition of the modern industry is crowding the ignorant closer to the wall, while the opportunities of educated men and women are multiplying and expanding beyond the possibility of the schools to supply the demand. Many boys and girls that read this paragraph will long for an education, but feel that for them there is no way. This is our greeting: Hundreds of boys and girls with no better opportunities have found a way and you can find one if you will.

HISTORY OF THE COLLEGE.—The Central Normal College was organized in 1876, with forty-eight students in attendance. It had no endowment, received no appropriation from church or state. Its founder believed he had a mission, and began his work. Those who were attracted to this school were vastly benefited and became enthusiastic advocates of the "Independent Normal School." Students came from unexpected sources and the growth was rapid. New departments were added and the attendance increased until the annual enrollment was 1,500 different students. The Central Normal College has the enviable distinction of having enrolled more Indiana teachers than any other college.

Its ideal has always been, power to think, to do and to express. To this end it has been an advocate of short courses, long school years and intense work. It has given thorough instruction in both common and higher branches, and has been unusually sucessful in developing in the student an ability for independent work and a desire to continue his studies after leaving college.

The college is now thirty years old and has an enviable history. It has graduated many men and women who have attained to prominence. A single Scientific class will illustrate, and we select that of 1884. Among the members were the following: Hon. Will H. Glascock, deceased, who became Deputy State Superintendent of Indiana; Judge Ewd. W. Felt, Greenfield, Ind.; Hon. Samuel M. Ralston, Lebanon, Ind.; Hon. Jno. W. Cravens, Registrar of Indiana University; Prof. Jonathan Rigdon, ex-President of the Central Normal College, and author of a series of Grammars; C. A. Woody, mine operator, Cripple Creek, Colo.; Karl Foresman, State Superintendent of Idaho; M. C. Falkenbury, Missouri editor; Prof. Alonzo Norman, deceased, Albuquerque, N. Mex.; Dr. A. J. Kinnaman, President of Central Normal College; M. K. Moffett, member of the Republican State Committee, Connersville, Ind.; E. E. Olson, County Superintendent in Kansas; W.

F. Ross, distinguished minister in the Christian church; Milford Roush, real estate dealer, Memphis, Tenn.; L. O. Thoroman, ex-President of Salina Normal University, Salina, Kans.; Henry Bray, lawyer, Denver, Colo.; T. S. Davy, civil engineer, Lincoln, Ill.; Solon Enloe, lawyer, Danville, Ind.; G. T. Pattison. lawyer, Danville, Ind.; A. M. and W. L. Sturdevant, lawyers, St. Louis, Mo.; Conrad Wolfe, lawyer Kokomo, Ind.; Dr. Arthur Foley, Department of Physics, Indiana University.

The College is controlled by a Board of Trustees. The members of the Board realize that time is more valuable than money. It is to save time that the students come to the Central Normal College. They can secure the instruction of practical, progressive teachers, liberty in selecting studies and short courses, which will meet the demands of the time. These conditions still prevail. There never was a time when short, yet thorough courses of study were found in more demand.

EDUCATIONAL STANDING OF THE CENTRAL NORMAL COLLEGE.

Those that have not had an opportunity to know our College may hesitate to attend, fearing school officials will not give proper credit. To assure such persons we wish to say that

EVERY GRADUATE of the Scientific and Classic Courses of last year secured a good position and we had numerous calls for teachers after the supply was exhausted.

EVERY UNIVERSITY of the country, to which our graduates have applied for advanced standing, has given liberal credit for our work.

INDIANA UNIVERSITY admits our Classics as Juniors, thus giving credit for all the time here.

INDIANA STATE NORMAL accepts our work, week by week, for theirs, up to three years of their regular course.

ALL SCHOOLS desire our students on account of their ability and willingness to work. We invite your careful examination of our regular courses. We save you both time and money.

DANVILLE. HOW TO REACH IT.

Danville, the county seat of Hendricks county, is in every respect a model college town. There is not a more healthful locality anywhere. One may visit a hundred health resorts without findng water equal in medicinal qualities to the city water from the Danville overflowing wells. In summer, Danville's beautiful streets and luxurious shade present a picture to be proud of. Danville is known everywhere as "that beautiful little village without a saloon." Its morality, hospitality and intelligence make it peculiarly fitted for a college town. Parents that send their sons and daughters here may know that there is no place where they could be freer from temptations and distracting influences.

Danville is on the Big Four railroad, only twenty miles west of Indianapolis. The Big Four goes almost everywhere. One can go to the nearest Big Four station and buy a ticket direct for Danville.

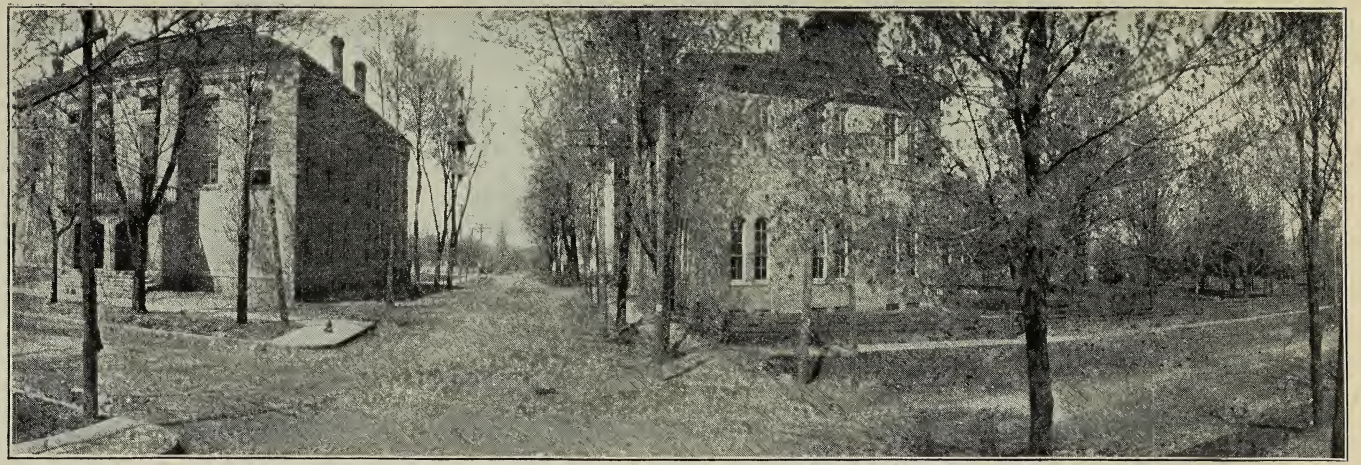
TELEPHONE CONNECTION.

The President can be reached in either office or residence over the lines of the New Long Distance Telephone Company.

EXPENSE.

TUITION.

One tuition of $10 per term of ten weeks paid in advance admits the



CHAPEL HALL

COLLEGE BUILDINGS.

RECITATION HALL

student to any class in the general school. No school offers more for one tuition. No library fee. No incidentals, except for material in laboratory work. No matriculation charge. No extra charge even for law, shorthand or book-keeping. In fact, no extra charge except for Band, and for private lessons in Music.

NOTES.

(a) For further information on any of these subjects, see index reference.

(b) Tuition paid in advance for less than a term is $1.25 per week, if paid for three or more weeks, or until the close of the term.

(c) Tuition paid in advance for partial programme as follows:

(1) For any one study (except Law, and Book-keeping), $4.00 per term of ten weeks.

(2) For any two studies (except Law and Book-keeping), $8.00 per term of ten weeks.

(3) Tuition for one class in Law, $5.00 per term.

Tuition paid in advance for more than one term is as follows:

For twenty weeks $19.00
For thirty weeks 27.00
For forty weeks 35.00
For forty-eight weeks 42.00

TUITION FOR PRIVATE INSTRUCTION IN MUSIC.

1. One term of 20 half-hour lessons, 2 per week, from Ebert-Buchheim or Luscomb, $12.00.
2. One term of 10 half-hour lessons, 1 per week, from Ebert-Buchheim or Luscomb, $7.50.
3. One term of 20 half-hour lessons, 2 per week, from Mrs. Gaston, $10.00.

BOARD.

Good, plain, substantial table board is furnished at $1.50 per week for each student. The boarding clubs are all in the homes of private families, not in dormitories. The bill of fare furnished at this price is plain, simple and substantial. It is abundant in quantity, sufficient in variety, properly cooked and neatly served. Smaller companies secure board at $1.75 and $2 per week. Danville is well supplied with select boarding houses.

ROOMS.

The room rent is 50 cents to 75 cents a week for each student, two in a room. The rooms are such as are found in the dwellings of a county seat. Each one is furnished with a carpet, stove, coal bucket or wood box, bed, bedding, chairs, study table, washstand, bowl, pitcher, mirror, etc. In many cases, lamps and towels are furnished. Bring your toilet articles with you, such as comb, brush, towels, etc. A lamp can be bought for a few cents, if you have none that can be brought conveniently. Gentlemen's rooms are cared for daily by the family. Lady students invariably prefer to care for their own rooms.

Fuel is never more expensive here than in other college towns.

SPECIAL OFFERS.

Tuition, board and room rent for 10 weeks, if paid in advance...$29.00
Tuition, board and room rent for 20 weeks, if paid in advance... 57.00
Tuition, board and room rent for a school year of 40 weeks, if paid in advance 110.00
Tuition, board, and room rent for a school year of 48 weeks, if paid in advance 128.00

One having taken advantage of any of these offers and then finding it necessary to leave school before the expiration of the time will be given a due-bill for the unused tuition, and the balance of the entire amount paid the college will be refunded to him in cash after deducting $2 a week for his board and room for the time he was in school

Note.—We have worked out very systematically the problem of expenses for the students, and are prepared to guarantee that the prices named above for tuition, board and room rent are the lowest at which desirable accomodations can be furnished.

Note.—Tuition is payable invariably in advance. Private lessons missed on account of sickness can be made up at any time. Private lessons missed from any other cause can be made up during the term, providing the teacher has the time at his disposal and is notified in advance of the contemplated absence.

RENT OF MUSICAL INSTRUMENTS FOR PRACTICE.

(a) Pianos and Organs.—The rent per term of ten weeks is as follows:

(1) One hour per day, $2.00.
(2) Two hours per day, $3.50.
(3) Three or more hours per day, $1.50 per hour.

Note.—It is always better to practice on a college instrument, where you will not be disturbed, and where you will not feel that you are disturbing some one else.

(b) The rent per term of ten weeks on any horn is $1.00.

Note.—Bring your own horn with you. The College can not supply all applicants.

RULES AND REGULATIONS.

(Adopted by the Board of Trustees, July 6, 1903.)

1. All tuition is payable in advance to the Secretary and Treasurer of the College. 2. Tuition is never refunded, but in case of sickness or an absence of two or more consecutive weeks, a due bill will be given for the time lost. This can be used at any future time. 3. Due-bills are not transferable outside of the immediate family. 4 The President of the College and the Faculty will give careful attention to the moral conduct of the students. 5. Students will be dismissed for neglect of duty and improper conduct. 6. Students will be dismissed at the discretion of the President of the College. 7. In order that the College records may be complete, and proper reports made to parents, guardians and school officials it is necessary that the College have full control of the student's time and associations, hence non-resident students will not be permitted to engage, without the consent of the President, in any course of instruction, study, or business enterprise, outside of the school.

OUR GRADUATES.

Our graduates are our pride, and their work and their influence are our only endowment. We pride ourselves upon being a self-supporting institution, and attribute chiefly to this fact our success in instilling into our students those qualities necessary to make them independent. To the psychologist it is not a mystery that the man that lives his college life in an atmosphere of charity and state aid should look to these and learn to lean upon something not himself. Certain it is, and equally natural, that the young man or woman educated in a self-supporting institution will himself be self-supporting. That school is the best school that best gives to young men and women the ability to

wrest success from this hard old world. If a majority of the graduates of an institution are successful in all honorable callings—then that institution needs no further evidence of its merit. This is the standard according to which we beg to be judged. Our graduates number more than two thousands. They are found in every state in the Union, and in almost every country in the world. Nine out of every ten are leaders in any work that requires vim, energy and ability. It has become almost proverbial that a C. N. C. graduate can do creditably whatever he undertakes.

Our diplomas are just as valuable and as eagerly sought as those conferred by other institutions at a much greater cost to the student of time and money. By continuing in session almost the entire year, we enable the student that finds it necessary to economize to complete his course at a great saving of both time and money, and not at the expense of thoroughness. You will find our graduates as college president, city superintendent, high school principal; as lawyer, doctor, preacher; as honored and influential members of both state and national legislatures; as leaders in banking and business; in fact, in all honorable vocations our graduates will be found side by side with those of heavily endowed sectarian and state institutions. We are distinctly the school for the masses. Our peculiar field of labor is with the poor, hard-working boy or girl that desires a college education at a minimum expenditure of time and money. As a rule, our graduates go from us hard-working, moral men and women, able and anxious to influence the world for higher and better life.. This, our excuse for being, is the explanation of our success.

MISCELLANEOUS WORK.

It is impossible to crowd into a curriculum all we offer our students. On our weekly holiday we maintain classes in Literature, Letter-writing, Parliamentary Law, Debating and Mock Conventions. These classes are taught by regular members of the Faculty and are free to all students. In addition to this there are our talks and experiments at general exercises, our free musical, art and literary entertainments. the religious work of the Christian Associations and the social advantages offered by our Reunions. These, also, are free to the students, and their combined power for general culture is inestimable. Many students consider these alone well worth the entire cost of their stay here.

LIBRARY.

The College Library is open all day, and every student is welcome. It is a well-selected lot of books, intended not to make a show, but to be a working library. Both the books and the services of the Librarian are for the use of the student without extra charge. We have no incidentals. Here the student soon learns to use a library—an essential part of every education.

THE CARNEGIE LIBRARY.

Mr. Andrew Carnegie donated ten thousand dollars for a new library in Danville. This library is within three blocks of the College and is free to students. The College Library is and always has been as free to citizens as students. Now, with these two great collections of books, our facilities for investigation are excellent.

POSITIONS.

We never guarantee positions. The student should beware of a school that does; and a school may well beware of a student that can be induced to attend only by a promise of a position. We do a much better thing for you. If you have ordinary ability and are willing to apply your time and talents, the advantages we offer you will soon enable you to demand a position. We can assist you in becoming able to fill a position; then it will certainly seek you. While we make no promises, we are glad that our well-known educational standing causes superintendents and schools and business houses frequently to apply to us for teachers and book-keepers, bank clerks and stenographers. While our graduates sometimes fail to get the positions they prefer, much more frequently it happens that we are unable to supply the young men and women we are asked for. The less preparation you have made the greater will be the number of applicants for the position you can fill, and the better you are prepared the greater will be the number of positions seeking your service.

NEVER TOO OLD.

When one drops behind his grade in the public schools, embarassment too often causes him to give up all attempts at education. In our classes no such embarassment is ever felt. There is no occasion for it. It often happens that a boy of fifteen and a man of forty sit side by side in recitation. Every term we enroll students that have been out of school for six, ten or twenty years. These are men and women that are mature enough to know the disadvantage at which one without education in this age must work; and they always make rapid progress. Lately we have graduated from our Classic Course a man sixty years old, who had been out of school for thirty-five years. He remained with us two years and a half; during all of this time his work was quite satisfactory and his relations with teachers and students the most pleasant. He is now teaching in an academy in the South.

CARE OF THE SICK.

Our entire experience shows that Danville is an exceptionally healthful place. The average annual death rate of Indiana is nearly 17 for each 1,000 persons. For Danville it is only 7 or 8 for each 1,000. There can not be found in the United States a health resort freer from the elements of disease. Students are seldom sick. Care is always given to those who need it, and parents are kept informed as to the condition of student's health.

GOVERNMENT.

Our system of self-government is the pride of our friends and a cause of wonder to strangers. Over and over comes the question, "How do you manage so many students with so little disturbance?" We don't manage them at all. We hold them responsible for the management of themselves, and not one time in a thousand do they betray the confidence we repose in them. We treat our students so that they know we think them ladies and gentlemen. They do not allow themselves to disappoint us. The spirit of friendship and confidence that exists between our Faculty and our students enables us to realize the ideal government—the absence of government.

GENERAL EXERCISES.

At 8:30 every morning we hold our General Exercises, which all students are welcome to attend. Though the attendance at these General Exercises is altogether voluntary, it is remarkably good. The best students are seen here regularly, and many of them attribute their success chiefly to the inspiration and enthusiasm caught at these exercises. These exercises include the devotional part, led by some member of the Faculty or a minister of some of the various churches, music by the entire school, brief addresses, literary and scientific reports, and experiments.

General Exercises should be placed first on the program of every student.

APPARATUS.

Additions are made to our supply of apparatus each year. We do not purchase the most costly and most elaborate, but that which is especially adapted to our needs. The College was a pioneer in the use of simple and improvised apparatus, and we are much gratified to see teachers everywhere adopting our plan.

The physical and chemical laboratory is well supplied with apparatus and chemicals. Hundreds of experiments are made. The essential laws and principles of matter are fully illustrated.

We have several hundred species of minerals—all the important ones. In addition there are many more of local and scientific interest.

In Zoology many alcoholic and dried specimens are available.

The classes in Geography and History are well supplied with maps, globes and charts.

In Physiology we have a very fine articulated skeleton, a disarticulated skeleton, two expensive manikins, models, charts, alcoholic specimens, etc.

Michroscopes are essential in all branches of scientific research. They are constantly in use here. Fresh specimens are prepared daily, while the teachers have a collection of 500 prepared specimens from which to select. Among these there is a seventy-five dollar set of sections of the human cerebro-spinal system, including sections of the entire brain.

There are no laboratory fees, except in chemistry, and that is to cover breakage and chemicals actually used by the student.

TEXT BOOKS.

In no case do we confine a student to a single text. In some classes, as in mathematics, book-keeping, or reading, it is necessary that all the members be provided with the same text, but the students are always encouraged to consult as many books as they can in preparing the lesson. You can hardly possess a book that will not be of use to you here. Be sure to bring all the books you have, even if you expect to remain but one term.

All books and school supplies can be secured at the College Book Store, where the lowest prices are maintained. By special arrangement this store will rent the following books: Arithmetics, Grammar, U. S. History, Reader, Rhetoric, Algebra. Many other texts are regularly taken in trade, at prices that make the net cost to the student about the same as rent. We think no college has a better arrangement.

REUNIONS.

The social event of our town and school is our bi-weekly Reunion. The object is to provide musical, literary and social advantages, too

Negative by Newman. FLOWING WELL, DANVILLE CITY WATER WORKS.

often neglected by college students. These Reunions are conducted by the President of the College. The program is furnished sometimes by the teachers, but commonly by the students. These Reunion concerts and entertainments are always of a very high order. Frequently visitors come from Indianapolis, and even more distant cities, especially to attend a Reunion. For years Danville has been known to lecturers and concert companies for the magnificent audiences it furnishes for high-grade entertainments. Notwithstanding this fact, our Reunion programs call out and satisfy the most appreciative and most exacting of our townspeople. No student ever misses. Our large assembly room, with a seating capacity of a thousand, is nearly always filled, and sometimes the standing room is all taken. These programs serve the double purpose of entertaining those that desire to be entertained and affording the best possible opportunity to those that wish to master the art of entertaining.

After the program is given the remainder of the evening is spent in social culture. Conversation, promenading and grand marches to orchestra accompaniment, are among the leading features. This last part of the program is even more enjoyable than the first. The best of order always prevails. For a quarter of a century these Reunions have been an essential feature of our College life, and to-day twenty-five thousand students are ready to exclaim, "Long live the Central Normal College Reunion."

THE CHRISTIAN ASSOCIATIONS.

The Y. M. C. A. has sent forth many preachers of the gospel. It meets every Sunday evening at six o'clock in its own hall. In these Monday evening meetings many a young man has been led to adopt a religious life. In its Bible class, which meets every Sunday morning at eight o'clock, many have been instructed in the way of life and have learned to love the Bible. While the social gatherings, receptions and festivals have taught hundreds how to move with ease and freedom in society, as well as how to entertain and be entertained, the religious and social culture of our young men is eagerly looked after by this society. In time of homesickness and of measles the "Sick Committee" of the Y. M. C. A. is ever on the lookout for patients.

The Y. W. C. A. have for thir object religious and social culture. Their hall, Room, K, in the east College building, is neatly furnished and provided with both an organ and a piano. This is one of the few Indiana societies that have their own room. The members meet every Sunday evenings at six o'clock. Their religious work, their sweet music, and their care of the sick have been of great value to the school, particularly in making new students at once feel that they have a home among friends. The school is non-sectarian; no trace of denominationalism can be found Yet the religious influence is very strong and all are welcome. A daily prayer meeting is held at the noon hour.

THE R. & S. SOCIETY.

This is a literary society, incorporated under the laws of the State of Indiana. Its members are graduates of the higher courses of the Central Normal College. Its purpose is intellectual development, social and ethical culture.

GRADES AND CREDITS.

All grades are based on the student's oral recitations, his notes and outlines and his reviews and examinations. These must all be satisfactory or no grade is given. Special examinations are not a promi-

nent feature of our school. We prefer to regard the entire term's work as an examination. We leave this matter to the judgment of the teacher. When he deems a special examination necessary to determine a student's qualifications in any branch, it must be satisfactorily passed. On the scale of 100, 75 is the lowest passing grade in any branch. We are very careful not to issue a grade to a student that does not deserve it. We have gained the reputation of being rather too close in our grading. This has kept away from us some who do not care for credits that cost work. But we are satisfied with our compensation, which is the satisfaction of knowing that any credit issued by the Central Normal College is honored in colleges and universities throughout the country.

COLORED STUDENTS.

From the first it has been, and now is, the custom of the College not to admit colored students.

VALUE OF A REGULAR COURSE IN THE CENTRAL NORMAL COLLEGE.

Degrees are Conferred.

This is not an academy, a preparatory school, nor wholly a teacher's school, though it serves the purpose of all, but an institution to provide a satisfactory, practical college education. The regular courses have been laid down for the sole purpose of preparing the graduate for the most exacting duties of American citizenship. A majority of the graduates do not attend other institutions, but many of them sustain themselves in competition with the graduates of all.

We ask careful investigation of the Scientific, Law and Classic courses. Correspondence will be given prompt attention. Proper credit will be allowed for work done elsewhere. Do not plan to complete these courses by summer work only. Arrange to have an entire year with us, and thereby secure the full benefit of that training and growth resulting from unbroken attendance only.

WORDS OF PRAISE.

The following extracts are taken from letters recently received from County Superintendents of Indiana. We are not authorized to insert their names.

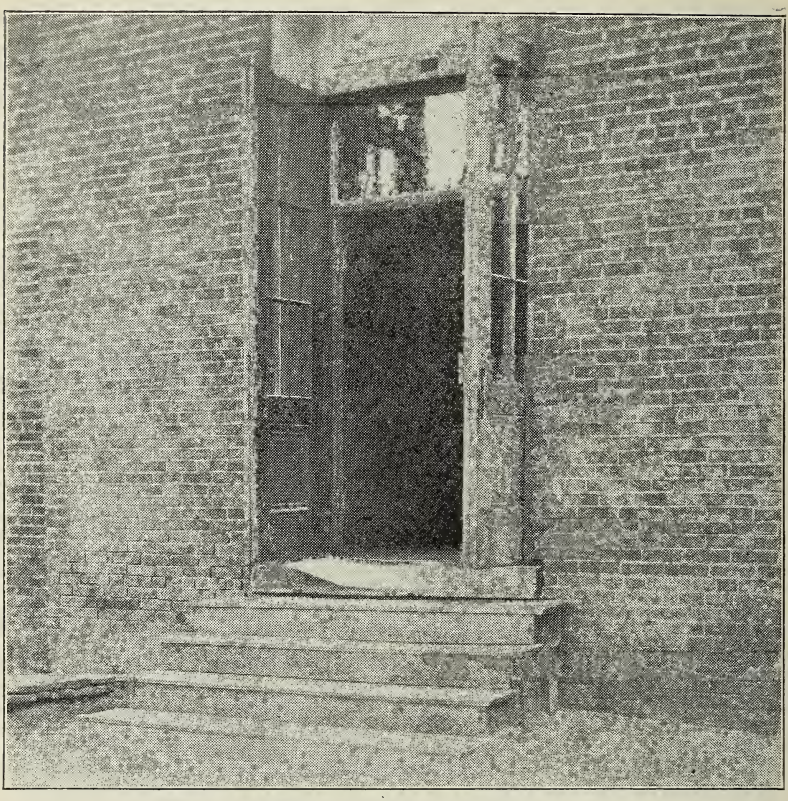
"The C. N. C. maintains a high standard of work and occupies a prominent place in the educational system of our State."

"While the expense of education there has always been a minimum, the quality of the work has always been kept at a high standard."

"The Central Normal College maintains a strictly high standard of morality. The Faculty is capable and the instruction is satisfactory. The course is broad enough to meet the popular demands for a liberal education."

"The Central Normal College has done, and is doing a great work. I have known it from the beginning. Many of the strongest and foremost teachers in Indiana received their first college instruction and inspiration there."

"It is the school for worthy young men and women of our State who want to get an education without expending a large sum of money. It is a place where merit, not clothes and society, counts."



Negative by Newman. MAIN ENTRANCE TO EAST BUILDING

In the last twenty-five years over 20,000 different students have passed in and out over this old stone sill. Probably no other landmark about the College has appealed so much to our students or attracted more attention from our new ones.

The following noble tribute came from one of our old "boys": "I beleve it would be a very appropriate thing if you would take out the old stone sill from its present position and place it in a glass case in a prominent place in the library, label it so that all visitors could know that a number of students sufficiently large to almost wear it in two have passed over it. This would be appreciated by the thousands of old students and it would be an inspiration to the new ones to know that they are connected with an institution that has been attended by so many people."

Since the above was written the stone wore through. It is now to be seen in a glass case in the Library. The case was provided by the Scientific class of 1884 and the new stone by the Scientific class of 1904.

COURSES OF STUDY

PREPARATORY COURSE.

A strong graduate of the common school can complete this course in two terms. See below.

FIRST TERM—TEN WEEKS.

STUDIES.	DRILLS.
Arithmetic	Penmanship
Geography	Reading
Grammar	

SECOND TERM—TEN WEEKS.

Arithmetic	Penmanship
Geography	Reading
Grammar	

THIRD TERM—TEN WEEKS.

Arithmetic	Reading
Grammar	Vocal Music
U. S. History	Debating
Physiology	

FOURTH TERM—TEN WEEKS.

Arithmetic or Grammar	Vocal Music
Physiology	Debating
U. S. History	Reading Circle Work

FIFTH TERM—EIGHT WEEKS.

Reviews of Common Branches	Drawing
	Reading Circle Work

TEACHERS' COURSE.

To enter this course one must have the equivalent of our Preparatory Course. He can then complete it in one year. Teachers of considerable successful experience often complete it in less than a year. See page 20.

FIRST TERM—TEN WEEKS.

STUDIES.	DRILLS.
Grammar	Reading
Physiology	Penmanship
Arithmetic	
Algebra	

SECOND TERM—TEN WEEKS.

Algebra	Penmanship
Rhetoric	Vocal Music
American Literature	
Geography	

THIRD TERM—TEN WEEKS.

Algebra	Debating
Psychology	
Rhetoric	
English Literature	

FOURTH TERM—TEN WEEKS.

Civil Government	Debating
Methods	Reading Circle Work
Physical Geography	Model School
Zoology	

FIFTH TERM—EIGHT WEEKS.

Botany	Reading Circle Work
Training	Orations
Reviews	
Drawing	

ACADEMIC COURSE.

To enter this course one must have had the equivalent of the Preparatory Course. Liberal credits are given for work done elsewhere. Many can complete this course in two terms. It prepares for the Scientific Course.

FIRST TERM—TEN WEEKS.

STUDIES.	DRILLS.
Grammar	Reading
Physiology	Penmanship
Arithmetic	
Algebra	

SECOND TERM—TEN WEEKS.

Algebra	Penmanship
Rhetoric	Vocal Music
American Literature	
Geography	

THIRD TERM—TEN WEEKS.

Algebra	Debating
Rhetoric	Vocal Music
English Literature	
Psychology	

FOURTH TERM—TEN WEEKS.

Zoology	Drawing
Civil Government	Debating
Physical Geography	
Plane Geometry	

FIFTH TERM—EIGHT WEEKS.

Botany	Drawing
Latin	
Elective	
Nature Study	

SCIENTIFIC COURSE.

To enter this course a student must have had the equivalent of our Teachers' or Academic Course. He can then complete it in one year. See page 22.

FIRST TERM—TEN WEEKS.

STUDIES.	DRILLS.
Physics	Essays
Latin	Debates
Grecian Hist. and Literature	Orations
Geometry or Law	

SECOND TERM—TEN WEEKS.

Physics	Essays
Latin	Debates
Roman Hist. and Literature	Orations
Geometry or Law	

THIRD TERM—TEN WEEKS.

Physics	Essays
Cæsar and Composition	Debates
Mediaeval History and Literature	Orations
*Trigonometry or Law	

FOURTH TERM—TEN WEEKS.

Chemistry	Essays
Cæsar and Composition	Debates
Modern Hist. and Literature	Orations
Botany or Law	

FIFTH TERM—EIGHT WEEKS.

Astronomy	Essays
Analytical Chemistry	
Geology or Law	

*Following this, there will be offered, whenever there is sufficient demand, a course in Analytical Geometry.

CLASSIC COURSE.

A student having had our Scientific Course can complete this course in one year. See page 23.

FIRST TERM—TEN WEEKS.

STUDIES.	DRILLS.
Economics, three days	Bryant's Homer's Iliad
Laboratory Physics, two days	Orations
Latin—Cicero and Composition	
German or Law	
English	

SECOND TERM—TEN WEEKS.

Economics, three days	Cary's Dante's Divine Comedy
Laboratory Physics, two days	Orations
Latin—Cicero and Composition	
German or Law	
English	

THIRD TERM—TEN WEEKS.

Logic, three days	Goethe's Faust
Dissections, two days	Orations
Latin—Virgil and Composition	
German or Law	
Elective	

FOURTH TERM—TEN WEEKS.

Psychology, three days	Thesis
Experiments, two days	English Novels
Latin—Virgil and Composition	Orations
German or Law	
Elective	

FIFTH TERM—EIGHT WEEKS.

Psychology	Thesis
Latin or Reviews	
German or Law	
English Novels	

Note.—For Law Course see page 26; Piano Course, page 32; Violin Course, page 34; Business Courses, page 26.

SPECIAL COURSES FOR HIGH SCHOOL GRADUATES PREPARING TO TEACH IN HIGH SCHOOLS.

The following may be elected in the Scientific or Classic instead of Law or its alternative. When undertaken it should be elected throughout the year:

First Term—Theory and Principles of Education and Spencer on Education.

Second Term—History of Education and Education in Indiana.

Third Term—Educational Literature, Classics and Child Study.

Fourth Term—Methods in some of the Common Branches.

Fifth Term—Professional work, to be selected according to the needs of the class.

EXPLANATIONS OF THE REGULAR COURSES.

(For explanation of miscellaneous courses, selected throughout by the students, see the pages following page 36.)

PREPARATORY COURSE.

This course is intended to prepare one to pass an examination for teachers' license or to enter our Teachers' Course. All the classes of the course are sustained each term and the course need not be taken just in the order given. Branches in which the student is already good enough can be omitted.

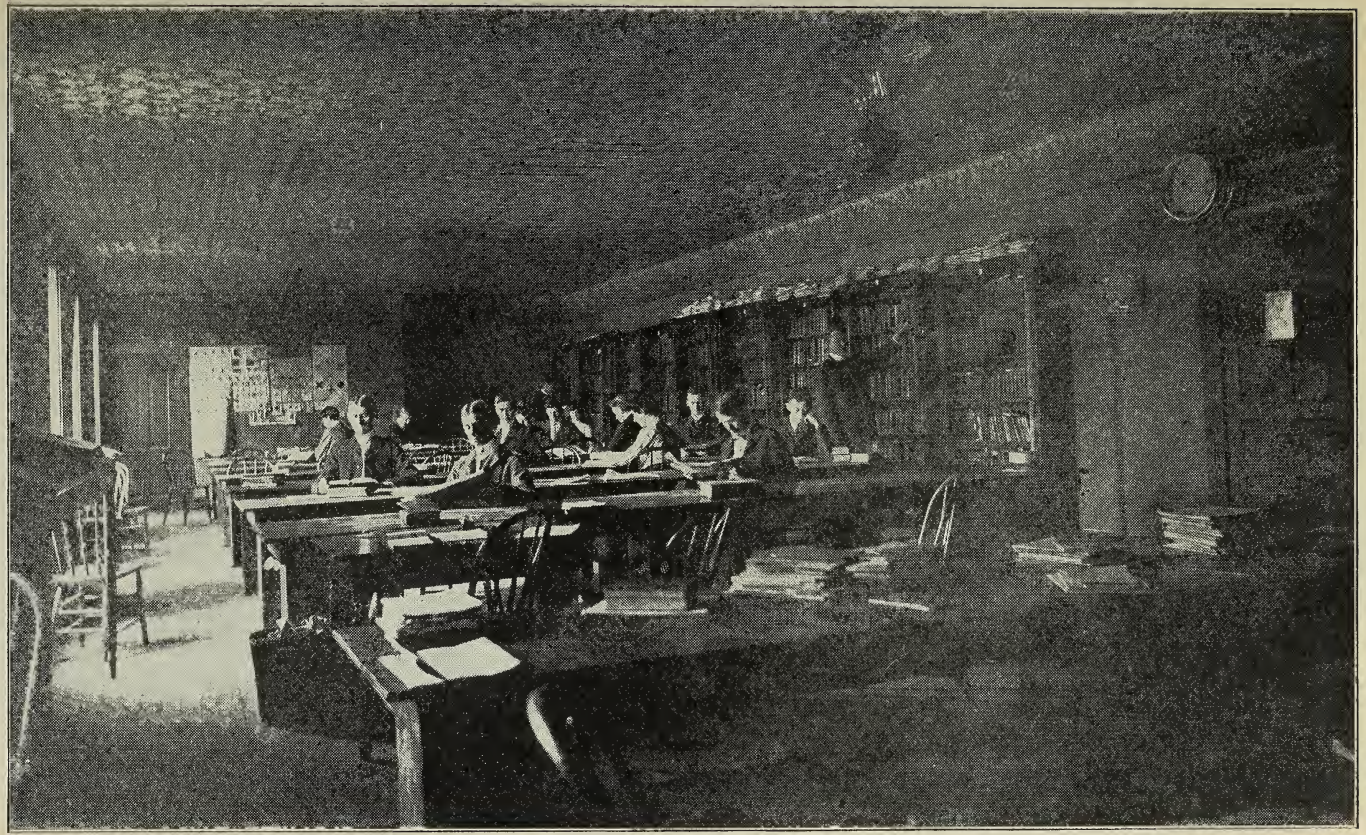
Upon the payment of $2.00 a certificate will be given to anyone having satisfactorily completed this course.

TEACHERS' COURSE.

(See Curriculum, Page 17.)

In addition to one term in the common branches, this course includes Algebra, Physical Geography, Civil Government, Botany, Zoology, Rhetoric, American Literature, English Literature, Psychology, School Management, Special Methods and Model Teaching. It will be seen that it prepares for eight branches of high school work.

Special attention is given in Psychology and Pedagogy, to principles,



Negative by Newman. IN THE LIBRARY, CENTRAL NORMAL COLLEGE.

methods and devices used in the schoolroom and to the order of the mind's development.

Good work done elsewhere is often accepted, but the student is not compelled to spend time upon branches with which he is already familiar. The studies need not be taken in the exact order laid down in the curriculum. The time required varies with the advancement and ability of the pupil. Many teachers complete this course in two or more summers, teaching during the winter. The public schools usually close in time for the teacher to enter at the opening of the Spring Term. Strong teachers who have had most of the course are sometimes able to complete it in two terms.

No one will be graduated unless he has studied with us at least two terms , one of which immediately precedes his graduation. Graduates that have not taught must give evidence of ability to teach and manage a school and must hold a twelve months' license.

Graduating fee, $4.00.

THE ACADEMIC COURSE.

It will be observed that this course is the same as the Teachers' Course, except that there is a substitution of other work for that in professional lines.

Graduating fee, $4.00.

SCIENTIFIC COURSE.

(See Curriculum, Page 18.)

No more popular course is offered by any institution of learning. It contains the essentials of a general education. Graduates of this course are filling responsible positions in all avenues of life and daily surpassing those that have devoted twice as much time to preparation. They are leaders in law schools, medical colleges and universities.

The student that enters upon this course should have a thorough knowledge of the common branches, Physical Geography, Civil Government, Algebra, Rhetoric and Psychology. A term, each, in Geometry, Physics and Botany is desirable, but not essential. The usual high school course makes ample preparation.

Mathematics.—The class devotes forty weeks to Geometry, Trigonometry and Analytics. The essentials are mastered. Many original demonstrations are required. This course has developed many strong mathematicians.

Latin.—The College has always given much attention to its Latin classes, believing this language to be essential in an English education. In the forty weeks given to this study a good working knowledge of it is obtained.

General History.—This is a most valuable part of the year's work. The first term is devoted to the history of Greece, but sufficient attention is given the early history of surrounding countries to give the student a good knowledge of ancient history in general. This plan is followed throughout the year. The text book is supplemented by special topic investigation in the library and the writing of one or more essays per month on historical themes.

Literature.—The literary work of the course consists of careful study of selections from three great authors. This is a delightful as well as highly profitable work. Three hours of each week for most of the year are devoted to literary classics and to theme writing.

Natural Science.—Five sciences are included: Geology, Physics, Chemistry, Botany and Astronomy. A brief course in Mineralogy is given in connection with Geology. The time is too short for exhaustive

investigation, but experience has demonstrated that this brief general survey of the entire field is just what most people want. Our aim is not to exhaust the subject, but to make every student an enthusiastic amateur scientist.

Public Speaking.—Much attention is given to debating, essay writing and Public Speaking. This feature is much prized by the student. Many excellent platform and pulpit orators attribute their success to this work. Each member of the class prepares and delivers to a public audience four orations.

It is expected that graduates of this course will be able to pass the State High School examinations and to teach most of the High School subjects. These graduates are admitted often to our best universities as Sophomores.

Degree.—The degree of Bachelor of Science is conferred upon graduates from this course.

The graduating fee, $5.00.

THE HIGH SCHOOL GRADUATE COURSES.

High School graduates will find the Scientific Course admirably suited to their needs. They can complete this course in one year. It is an excellent preparation for life, and for entrance into a professional course of study. A course in Law can be carried along with it and with the Classic. (See Law Course.) Three year non-commissioned High School graduates having taken the Scientific have been admitted into the universities with credits for two-thirds of the Freshman year. Such graduates are well prepared to teach in the lower grade non-commissioned High Schools.

Graduates from good commisisoned High Schools take the Scientific Course and part of the Classic. By coming in during the Spring and Summer Terms, immediately following High School graduation, one can do part of the work of the Scientific and then be able the following year to complete the Scientific and take most of the work of the Classic year.

Graduates from the Classic Course are prepared to make license in the High School subjects and to teach them later in any grade of High School. The forty weeks in laboratory work, the extra English and Latin, besides the pedagogical subjects, and economics, psychology and logic gives a superior training and assures later success. Commissioned High School graduates completing this course have been entered in the best universities and have completed the work there in two years.

High School graduates intending to teach in the fall following High School graduation should come in during the Spring and Summer Terms for a review of the common branches. The work of the common branches having been done while the pupil was vet immature and having been neglected for from two to four years leaves the graduate greatly in need of this review. One can get this review and at the some time do a considerable amount in methods of teaching, training, and the general problems that the teacher must meet. We earnestly solicit correspondence with graduates and prospective graduates of High Schools.

THE CLASSIC COURSE.

This course includes four general lines of work—Latin, English, German, or Law, and Psychology, Economics and Logic.

Besides the above there is required forty weeks in special laboratory and experimental work in Physics, Neurology and Psychology. The course is especially adapted to preparing one to teach in the High Schools. It is an excellent and superior preparation for a professional or non-professional career in life. Graduates from this course have entered our universities as Juniors.

Psychology.—Here the student is introduced to a new kind of investigation, the scientific study of mind or spirit. The student is encouraged to read much, but only what he can think through for himself. He is at once made to understand that all thought is original, that the only way to have thoughts is to think them. He is also impressed with the importance of the conclusions he reaches concerning the nature of mental processes, and sees that these conclusions will influence all his future thinking on all subjects He is made to see that psychological principles underlie all true study of Philosophhy, Sociology, History, Literature, Logic, Education, Art, Ethics and Religion. He is thereby encouraged to determine for himself laws of mutual activity. Due attention is given to Physiological, Experimental, Comparative and Genetic Psychology.

Logic.—In this subject we give the student all the main principles of Formal Logic and devote much time to their application to the arts of proof, explanation and argumentation. The student that has not had this term of Logic has and can have no idea of the power it would give him in the original investigation of a subject and in the handling of facts in defense of what he believes to be right

Economics.—This is regarded by many students as the finest work of the course. We use the latest and most complete text books on the subject, and have the student aim at a comprehension of the general and well established principles of this great science. He is encouraged, on the one hand, to deduce the principles from facts, and on the other to explain facts by referring them to principles.

Latin.—Two terms each are devoted to Cicero and Virgil. Composition and grammar are given such attention as the teacher finds desirable.

German.—There is a full year, one hour per day, in this language. Grammar and composition continue throughout the year. The following texts are also used: Guerber's "Maerchen und Erzahlungen," parts 1 and 2; Spanhold's "Lehrbuch der Deutschen Sprache," Storm's "Immensee," Heyse's L'Arrabiata," Schiller's "Wilhelm Tell," Goethe's "Hermann and Dorothea."

Laboratory Physics.—This course is of benefit to all, but is particularly valuable to those expecting to teach the subject or to enter medical college, or who are loking toward mechanical pursuits. Standard representative experiments are selected and are performed according to the most modern methods. Especial attention is given to experiments in electricity.

Essays and Orations.—Each member of the class writes one or two essays a term along the line of the work done in class. Dr. Kinnaman gives his personal criticism to the essays in the presence of the entire class, and there are very few graduates of the course who will not agree that the criticism alone is well worth their time and money. Besides these essays, each student prepares and delivers a public oration once a term. We go on the theory, which we hold is the true one, that education should look as much to expression as impression, and, consequently, by the time our students have completed our Classic Course, many of them are first-rate public speakers.

Our graduates are enthusiastic in their praise of this course, and it stands high in the estimation of other colleges.

We invite all students that have the equivalent of our Scientific Course, here or elsewhere, to come and take our Classic Course. It will give you independence and strength of thought and a depth and breadth of culture that will fit you for your life calling. The course is in charge of President Kinnaman, who is a graduate of the Central Normal College, Indiana University, New York University and Clark University.

Graduating fee, $5.00.

Degree.—The degree of Bachelor of Arts is conferred upon graduates from this course.

A LAW SCHOOL.

We are pleased to present to our friends everywhere a Law Course that will prepare one to practice in any state, that can be taken at a minimum cost, and that can be completed in connection with a regular college course leading to a degree. We do not beleve we are extravagant in our claim that ours is one of the largest and strongest law faculties. It is composed of lawyers in active practice. Every one named will teach. We offer young men advantages infinitely superior to:

Reading in an Office:—In this way many men in the past have become eminent lawyers, but now there is a better way. Unless the lawyer with whom you read is a very busy man he can not be of much use to you; and if he is, he can't give you much time. In an office you are likely to become a loafer for life, to form the habit of unsystematic reading, to depend upon absorption rather than study, to neglect your work for society, and to waste time in the court room hearing evidence in uninstructive cases.

Advantages of a Law School.—It is now universally conceded that Law should be learned in a Law School. A large and increasing proportion of American lawyers now come to their profession by way of the law school. The advantages are at once apparent. Not the least of these is an esprit de corps, invaluable to the lawyer, and unattainable in an office. The young man that has taken his law course in the association of college students enters upon his work with an inspiration and with a high standard of professional ethics that at once entitle him to the esteem of the public and the respect of his fellow members of the bar. In the law school one may acquire studious habits, may have the advantage of the moot court, may acquire the art of public speaking, may develop power in debate.

The Central Normal College School of Law.—The fatal mistake of the young lawyer to-day is to rush into his profession without sufficient education. Hundreds are now in law school with no education beyond what the country schools give, and many do not have even that. No greater blunder could be made. The law opens up some of the greatest questions that man is ever called upon to consider. No matter how intellectual he may be, in the solution of the great problems the lawyer meets he will need the broadest culture and the ripest learning the schools can give. If he has not made the necessary preparation he is destined to be relegated to the realms of petty practice. But if he has wisely looked into the future and has laid broad and deep his general preparation, he may hope sometimes to take part in the contests of the giants. Boys often fool themselves with the fancy that they will get their education after they begin their practice. This is a dangerous delusion. All experience shows that preparation neglected in student life is not likely ever to be made.

There are, however, hundreds and thousands of ambitious and deserving young men that could not make their start early in life and are now without either the time or the means to take an extended college course before beginning their law course. The Central Normal College undertakes to meet the wants of just such men. Here you can complete a general college course and your law course at the same time. Any student that has acceptable credits in all common branches, algebra, psychology, rhetoric and literature, can complete, along with our two years' Law Course, our Scientific Course and our Classic Course. Any student doing this work satisfactorily is entitled to the degree of Bachelor of Arts. One that is not so well prepared, but well up in the common branches, can, in two years, complete our entire Law Course and our Scientific Course. This entitles one to the degree of Bachelor of Science. Hereafter the College will not graduate from the Law Course any student that has not had our Scientific Course or its equivalent.

The degree of Bachelor of Laws is conferred upon graduates of our

Law Course and they are at once admitted, without examination, to practice in the Supreme Court of Indiana.

LAW COURSE.

JUNIOR YEAR.

First Term—Andrew's American Law.
Second Term—Contracts.
Third Term—Torts.
Fourth Term—Common Law Pleading, Code Pleading.
Fifth Term—Sales, Bailments and Carriers.

SENIOR YEAR.

First Term—Evidence, Agency.
Second Term—Bills and Notes, Real Property.
Third Term—Partnership, Corporations.
Fourth Term—Domestic Relations, Equity.
Fifth Term—Criminal Law, Constitutional Law.
Fourth Term—Blackstone (special).

Should occasion demand it, there will be, during the Fifth Term, a class in Elementary Law for the benefit of prospective Juniors.

N. B.—The Law studies only are given above. See the Scientific Course for the remaining studies of the Junior year and the Classic Course for those of the Senior year. Students not desiring these courses may select whatever studies they wish.

Students completing this course will be prepared to practice law in any state. The Central Normal College can save Law students both time and money. Tuition for one or more Law studies, $10 per term of ten weeks, entitling the student to give all his attention to law, or take along with it any other studies in the general school. Advanced students can enter at any time. Beginning classes in Law, September 1st and April 1st. Come or write for further information. Keep in mind the Central Normal College School of Law.

Graduating fee, $5.00.

SCHOOL OF BUSINESS.

This is one of the oldest Business schools in the West. We have more than one thousand graduates. We have led in many of the advonces in commercial education. We first introduced actual business practice in Indiana. At first it was supplementaary to the text-book work, but now the course is actual business throughout. Experience demonstrates that this is the correct way to give the student that familiarity with business practice necessary to success in the commercial world.

From a single bank, installed in 1879, our special office furniture developed into a complete outfit of offices, which now line two sides of Commercial Hall.

The course prepares the graduate for any position as book-keeper, but we desire to call special attention to the fact that every young man and young woman should take this course, regardless of future employment. It gives one just the training needed to manage sucessfully his finances, whether on the farm, in the shop, in the office, or behind the counter. Many do not complete the course, some finding one term ample.

SYSTEM USED.

We use the famous Ellis System of Book-keeping, with many modifications and additions original with us. By experience we have found it to be the most thorough and practical and have adopted it after much study of other systems. The student learns by doing. There are no

imaginary transactions or dealings with assumed persons, but everything is just as it is found in the business world.

On entering the College the student is given a capital or negotiates a loan with which to start in business. He is assigned an official desk, which he must secure by lease or purchase from the Real Estate Agent. For this he is given a lease or deed, and must go through the transaction precisely the same as if he were actually buying or leasing a building. Next he is introduced to the officers of the College Bank, makes a deposit and then goes to the Emporium, where he purchases a stock of merchandise and records the transaction in his book.

The students are allowed fredom to move about the room in a quiet, business-like manner and trade with each other and with the wholesale and jobbing houses. At first the student performs only such transactions as are indicated by his Cabinet and Guide. After performing the primary transactions in a satisfactory manner and becoming familiar with the simpler books and business forms he is no longer confined to the Guide, but goes among his fellow merchants to buy and sell, orders goods by mail, ships merchandise on orders received from students, all of which must be systematically recorded in his books. There is no imaginary sale or purchase. In each there is something actually exchanged, just as there is in every day business life. And, as the student does business in his own name, the work at once becomes fascinating and is easily understood by the dullest. Whether he makes or loses depends upon his own management. Thus he learns to be careful and thoughtful in making the deals.

Passing quickly from one business to another, he covers the whole field and becomes familiar with all business forms. Notes, drafts, receipts, bills of exchange, certificates of deposit, leases, contracts, checks, invoices, bills of sale, letters, etc., are required to be written as they come up in his dealings with other students. Various lines of business are represented and are sufficient to acquaint the student with the best forms and most improved methods in use at the present time.

The College has expended several hundred dollars in fitting Commercial Hall with banks and offices and we now have one of the most handsome, as well as one of the most convenient and best equipped commercial rooms in the state.

The student is required to fill the various positions of these offices, where he must utilize the knowledge he has previously acquired in keeping neat and systematic books. In the Commercial Exchange he acts as Bill Clerk, Book-keeper and Manager and receives instructions and practice in the wholesale business and the books and forms best suited to that line of accounting. The office has charge of the College Merchandise, and all sales and purchases are governed by the daily market quotations. The student, therefore, meets with successes and failures, the same as in actual business, which teaches him to exercise judgment and care in trading.

In like manner, he goes through the Real Estate Office, Freight and Express Offices, Commission, Insurance, etc.,., to the last establishment in the course, the Bank. Here he fills every office in the regular banks, acting successively as teller, clerk, cashier, book-keeper, etc. He deals in all kinds of bonds and commercial paper, draws drafts, receives drafts, lends and borrows money, discounts notes, and, in fact, does all kinds of banking business. All the work is done under the eye of the teacher, and students are not allowed to drift or copy their way through the work.

A student from this school will not have to learn over when he gets a position in a wholesale house, a factory or bank. The work here is just the same as in real business. The student will know how to use more different kinds of commercial paper than will be found in any one line of business. He will understand just how to handle checks, drafts, notes, receipts, statements, bills of lading, invoices, shipping receipts, etc. He will know how to transact business in person and through

agents, by mail and by telegraph. We believe we are doing everything that can be done to make business men and women of our boys and girls.

TIME REQUIRED.

Every student advances as rapidly as he can. One is not kept back by the dullness or slowness of another. The strong student may complete his course in two terms. Some require three terms. The professors in charge do everything consistent with thoroughness to make the advancement rapid.

COMMERCIAL LAW.

In the business world a knowledge of this subject is essential to an understanding of the rules and regulations that govern trade. An understanding of the principles which regulate contracts, negotiable instruments, partnerships, etc., is indispensible in carrying out business transactions. Sufficient attention will be given this phase of the Business Course that the student may be conversant with the laws which govern in the ordinary course of business affairs. He will thereby win the confidence and esteem of those with whom he comes in contact in the marts of trade.

POSITIONS.

We do not guarantee a position to the graduate. Business men do not allow colleges to select their employes. We secure many positions and believe we are as successful in so doing as any other institution. We give every asisstance to our graduates, but do not make promises which we might not be able to make good.

COURSE OF STUDY.

Book-keeping, three hours per day until finished.
Grammar, one hour per day until finished.
Arithmetic, one hour per day until finished.
Commercial Law, one hour per day for ten weeks.
Penmanship, one hour per day until finished.
Letter-writing and spelling and drills in rapid calculations.

Graduates of the common schools can easily complete grammar and arithmetic in ten weeks. Teachers will be excused from both if they desire. There is no extra charge for other studies, and students in the Business School may take as many studies in the other departments of the College as they can carry. This is a valuable feature and entirely unknown in most commercial schools.

ADVANTAGES WITH US.

A School of Business in a Literary College offers many advantages not to be had in a city school. The book-keeping work will be in every respect just as good and the other branches will be taught by the regular College professors The student may pursue studies in other departments. There are many lectures and other exercises of great value to young people. There are literary societies. A pure moral atmosphere pervades all. Young people should be kept out of the city until ready to take permanent employment, the exacting duties of which will occupy all hours.

EXPENSES.

Tuition, $10.00 per term of 10 weeks.
Graduating fee, $3.00.
Board, $1.50 per week.
Furnished room in private family, 50 cents per week.
There are no incidental fees.

We direct attention to the fact that the entire expense of our course

will not exceed tuition charges, alone, in city business colleges. Further, living expenses are much higher in cities than with us. The saving to the student will in many cases amount to $100.00 for the course. We guarantee that our course is not surpassed in excellence.

TIME TO ENTER.

Students can enter any day in the school year and begin the course without delay.

THE PROFESSORS.

Since book-keeping is a study to be actually applied by the student, we select for teachers in the School of Business men who have had experience as book-keepers. The head Professor has had years of office experience. He knows the business in every detail. It will at once be recognized that this is a feature of great value to the student.

SHORTHAND.

This is an art that is demanded everywhere. The uses of shorthand have increased with great rapidity, the field is a constantly widening one, and the demand for competent stenographers has never been greater than at the present time.

A great advantage we have over special schools of shorthand is that our students can at the same time study Grammar, Rhetoric, Book-keeping, Arithmetic, Letter-writing and other branches of the school, without extra charge. Short-hand writers must have a good general education.

The student has an excellent opportunity for verbatim reporting, taking the speeches made at General Exercises and in the various debating societies. He is given a thorough drill in writing from dictation and transcribing letters and all kinds of legal documents; also a thorough drill in court reporting.

The time necessary to complete the course depends upon the application of the student. The usual time is three terms, but some complete it in two terms. The work is arranged so the student may advance as rapidly as desired. There is no reason why any young man or woman of good common school education should not be able, with a few month's suitable preparation, to hold a good position, affording ample compensation, and at the same time lay the foundation for a successful business life.

Graduating fee, $3.00.

TYPEWRITING.

The typewriter is rapidly finding a place in the office of business men of all classes. No man that has any considerable correspondence will long be without this labor-saving machine. Successful short-hand writers must be expert operators on the typewriter, and book-keepers and others expecting to do office work should have a practical knowledge of typewriting and be ready to operate any of the standard machines.

Our Typewriting Department is equipped with the leading machines, and the student is taught how to care for the machine as well as to operate it skillfully. This we consider a very important feature.

Instruction to a person taking lessons on the typewriter is necessarily personal and consists in exercise in manipulating the keys so as to facilitate the movements of the hands and fingers in producing uniform and accurate work. The student is required to practice writing letters and various kinds of business and legal documents until he is perfectly familiar with such forms and can transcribe them with speed and accuracy. We teach the touch method of fingering, which has decided advantages over the old sight method.

Rent of machines, $2.00 per term for one hour of daily practice; $3.50 per term for two hours of daily practice.

SCHOOL OF MUSIC

Courses Maintained in Piano, Organ, Voice Culture, Violin, Band and Orchestral Instruments.

(For Expenses in this School, see page 8.)

EDWARD EBERT-BUCHHEIM.

The School of Music of the Central Normal College is now receiving congratulations from many of America's most eminent musicians, and enjoys the distinction of having for the head of its Piano Department Mr. Edward Ebert-Buchheim, a pianist and piano teacher of national and international reputation. He is a native of Auerbach, Saxony, and received a liberal education, completing the course of study in the Gymnasium and spending three years in the University of Leipzic. He received his musical education from Theodore and Franz Kullack at the Kullack Academy of Music, Berlin, and afterward taught in the Kullack Academy. Mr. Ebert-Buchheim conducted a school of his own in Brunswick, Germany and was professor in Hilbert Institute at Strasburg.

This great teacher's fame as an instructor is equalled by his almost matchless ability as a performer. He has won the admiration of musical audiences in his public concerts in Cologne, Berlin, Hanover, Strasburg, Leipzic and elsewhere. Seven years ago Mr. Van der Stucken, head of the College of Music, Cincinnati, while in Germany, heard of the fame of Ebert-Buchheim and engaged him to come to the College of Music as piano teacher. Here by his brilliant playing in concerts he won the admiration of Cincinnati's best audiences, and today the ablest musical critics place him among the foremost of America's pianists. It is now with much pleasure that our college invites all its piano graduates back for a post-graduate course under a great master. In almost every town and village in the United States is some young lady with musical talent, but without sufficient means to continue her musical education in expensive conservatories. For all such the Central Normal College is now able to provide the very best facilities at a small fraction of what the cost would be elsewhere under mediocre teachers.

The first question asked of a piano teacher seeking a position is, where and under whom did you receive your musical education? The name and fame of the master follow the pupil. To say that you have "taken lessons" under this or that teacher adds nothing to your chances of securing a position; but if you can say that you have completed a thorough course in a school of music, under the personal direction of a celebrated artist, schools and colleges everywhere will at once recognize your worth and your services will be sought.

Study music with a master. It will pay you.

During the school year of 1903-1904 he gave a series of recitals at the Indiana University. Of him and his work Prof. Guido H. Stempel, Assistant Professor of English, says, in the Indianapolis News of June 11, 1904: "The name of Edward Ebert-Buchheim marks a milestone in musical progress at the University. The recitals were increasingly and thoroughly successful. They were dignified and geuninely musical and they were popular. His technic is massive and yet flexible, his execution clear and clean-cut, his taste unerring, his memory phenomenal, and

his judgment ripe and sound. His appeal is wide and deep and varied, for though he is a pianist with the technic of a Sherwood, the force and momentum of a Friedheim, and the discretion and firm-handling of a Bauer, he is first of all a musician, an artist, to whom the piano is only an instrument, not a fetich.''

MRS. IRIS BELL GASTON.

It is with pleasure and pride that we announce the acquisition of Mrs. Iris Gaston as teacher of piano. She was graduated from the advanced piano course in 1900. For two years she continued her study under Ebert-Buchheim. She is a concert performer of much ability and an accompanist of exceptional excellence. As a teacher she is patient and thorough. She will give particular attention to preparing beginners for Ebert-Buchhiem. Under her instruction and encouragement, music pupils will feel no cause of embarassment, no matter how backward they may be. Enroll at once. The sooner you get started in a regular course in the college the better.

EXPLANATIONS OF COURSES OF STUDY.

COURSE IN HARMONY.

Just as a man could not be a successful engineer without understanding his engine, so a person that knows nothing of the construction of the music he is playing can not be a musician. Harmony is the architecture of tone. Our aim is above the mere surface knowledge. No text-books will be required for the study of Harmony. Intervals will first be taken up, then formation of the common chords, followed by the chord of the dominant seventh, with its inversions and resolutions. At this point the students are given hints as to hymn-tune composing.

Counterpoint, Canon and Fugue follow the completion of Harmony. Simple Counterpoint is the art of intervals or the relation of ''note to note.'' Double Counterpoint, Canon and Fugue being the higher and more developed forms of Counterpoint. Without some knowledge of these branches no one can hope to do successful composing and arranging or even understand many of the master's works. To secure the best results in Harmony the instruction must be private.

OTHER STUDIES.

It is not necessary for the student to devote the entire time to music. Our observation teaches us that it is not best to do so. Many students carry a regular literary course and take one or two private lessons in music per week. Every music student should carry at least one other subject. We recommend German, General History, or Literature to those taking the regular piano courses, but allow perfect liberty in choosing. One does not make most rapid progress by devoting the entire time to one subject. The best rest comes from a change of work.

PIANO COURSE.

It is impossible to lay out a definite set of exercises, studies and pieces for every pupil to follow. No two could, perhaps, be found equally talented in every particular, and no two would develop exactly alike, even when following the same prescribed course. Natural tendencies, abilty and previous educational advantages make it necessary for the teacher to lay out the course of study step by step, as the pupil advances. One may have an acute sense of rythm and no idea of delicacy and fineness of touch. Another may have a delicate touch and good time, and still have no judgment as to proper interpretation. And still another may feel the proper interpretation, but not be physically

able to execute it. Students in every grade will be given finger exercise, suited to their special needs, calculated to strengthen and loosen the hands and bring the mind into direct and reliable communication with the finger muscles.

The following will show the grade of music required, elections from which will be used according to the judgment of the teacher.

COURSES IN PIANO.

(a) ELEMENTARY COURSE.

First Grade—

Koehler, Practical Method.
Herz, Scales.
Schulz, Scales.
Czerny, Op. 139; 100 Progressive Studies.
Loeschhorn, Op. 65. Heller, Op. 47.
Sonatines by Clementi, Kullau, Dussek.
Schumann Album for the Young.
Easy Pieces by Lichner, Gurlitt, Oesten, etc.

Second Grade—

Plaidy, Technical Studies.
Czerny, School of Velocity. I, II, III.
Heller, Op. 45, 46.
Bach, Two Voice Inventions.
Easy Sonatas by Mozart, Haydn, Beethoven.
Field, Nocturnes.
Mendelssohn, Songs without Words.

A certificate will be given to students that complete the Elementary Piano Course.

(b) ADVANCED COURSE.

First Grade—

Plaidy Technical Studies.
Czerny, School of Velocity IV.
Cramer, Studies. (Buelow Edition.)
Bach, Three Voice Inventions.
Beethoven, Sonata, Op. 31, 28, 10II, 21, 10I, 7, 14I, 13, 27I, 22, 2III, 31III, 27II, 2IIII, 26.
Weber, Invitation to the Dance.
Schubert, Impromptus Op. 90, 142, Momen's Musicaux.
Grade Aquarelles.
Chopin, Nocturnes, Valses, Mazurkas, Berceuse, Impromptus.
Schumann, Op. 15, 12, 82, 99, 124, 28, 6, 4, 2, 23, 21.
Greig Op. 1, 3, 6, 12, 19, 28.
Pieces by Chaminade, Godard.

Second Grade—

Czerny, Forty Daily Exercises.
Clementi, Gradus ad Parnassum.
Cramer Studies.
Bach, Toccatas and Suites.
Beethoven, Sonatas, Op. 81, 331, No. 11, 90, 78, 54.
Schubert Sonatas.
Schuman, Op. 16, 18, 19, 20.
Chopin, Preludes, Polonaise.
Liszt, Hungarian Rhapsodies 5, 13.
Dream of Love, Consolations.

Graduates of the Advanced Piano Course will receive diplomas and will be recommended for positions as piano teachers.

(c) ARTISTS' COURSE.

First Grade—

Tausig, Daily Studies.
Kullak, Octave Studies.

Bach, Well Tempered Clavichord I.
Beehoven, Variations, Op.. 35, 36.
Sonatas, Op. 53, 57, 101, 109, 110.
Schubert, Wanderer, Phantaise.
Schumann, Op. 22, 9.
Chopin, Ballades, Fantasie.
Liszt, Hungarian Rhapsodies 6, 11.

Second Grade—

Studies by Chopin, Henselt, Liszt, Rubinstein.
Bach, Well Tempered Clavichord, Part II.
Beethoven Sonatas, Op. 111, 106.
Schumann, 11, 14, 17.
Chopin Sonatas.
Liszt, Spanish Rhapsodies, Hungarian Rhapsodies, Sonata, B Minor, Valse di bravoura.
Rubinstein Sonatas.
See pp. 7 and 8.

Every graduate of this course will receive an Artist's Diploma, and will be recommended by the College for concert work and for a position as teacher in a school of music.

VOICE CULTURE.

The most perfect of all musical instruments is the human voice. But to make it truly effective, cultivation and development are necessary. An uncultivated voice, however superior in quality, is of less real value to its possessor, and to the world, than one not so rich, naturally, but thoroughly trained and under perfect control. The Leo Kefler method of voice culture will be used. The course will be adapted to the student. Prof. Luscomb was five years a student under the eminent theorist and teacher, Prof. J. F. O. Smith, of Brooklyn, and has trained many voices for solo singing. The course embraces correct mode in breathing, both in inspiration and in expiration; correct position of the vocal organs; correct tone reflection or resonance; correct physical deportment in the delivery of solo work.

THE VOCAL CLASSES.

There are three objects in sustaining the vocal classes: (1) To teach the rudiments of music; (2) to teach the art of singing; (3) to present methods of teaching music in the public schools. Western colleges have done but little in the third. The Central Normal College proposes to be a leader in vocal instruction and has secured a musician of mature years and wide experience. He gives his best efforts to both beginning and advanced students. He drills quartettes and chorus clubs so that the good singers receive more attention than the regular daily class affords. Special attention is given to monotone singers. The course presented will enable them to control their voices and become good singers.

COURSE FOR TEACHERS OF MUSIC IN PUBLIC SCHOOLS.

Mr. Luscomb has had over twelve years of experience in the training of teachers to teach music. The course of twenty private lessons will fit any teacher of ordinary musical ability to sucessfully carry on the work in any locality. Teachers can come here with assurance of getting the instruction they need.

Prof. Luscomb holds state license as a music instructor in Ohio. He was Supervisor of Music in public schols of Shelby, O., (population, 4,685), two years; in Martinsburg, W. Va., (population 7,564), three years; in Painesville, O., (population, 5,024), three years. He taught vocal classes for five years in Wilson College of Music, Chambersburg, Pa.

"He is eminently competent to take charge of like work in any locali-

ty and to do the work thoroughly.''—Superintendent and Full Board, Shelby, O.

''He has thoroughly organized the course of instruction, has instructed the teachers, and with their aid has done such efficient work that a majority of our people have been converted to the subject of music in our public schools.''—C. H. Cole, Supt., Martinsburg, W. Va.

''He has given universal satisfaction, is thoroughly competent, and I take pleasure in commending him.''—A. T. Rusler, Pres. Board of Education, Martinsburg, W. Va.

''I have examined the methods employed by Mr. Luscomb for public school uses, and find them thorough, original, and most effective. I have adopted them in the college.''—J. Emory Shaw, Music Director, Wilson College.

BAND AND ORCHESTRAL INSTRUMENTS.

The College has sustained a band since 1882. To meet a demand for instruction on wind and stringed instruments, this department was organized in 1887. It was established to accomodate those students that desired to give some attention to music while pursuing a literary course, but it has been found that some wish to give their entire time to the violin or cornet. The most competent instructors are provided. We find that many young people who play quite well have not been taught correctly and can not make the proper progress. They need the help of a skillful soloist and efficient teacher. The beginner should have the best instructor.

The music student can here pursue other studies, with slight additional cost. The musical and the literary education should go together. Two lessons per week in music will not interfere with the progress of the student in other studies. In fact, we have found that in most cases they assist. The necessary practice gives a needed recreation. Parents are always delighted to have their children perform upon some instrument, and we know that many a father or mother will urge upon the son or daughter to take advantage of this opportunity while here. A violin, cornet, guitar, flute or clarionet costs but a few dollars, but any of them, even moderately well learned, will give many hours of pleasure to the owner. There is hardly a Sabbath school in the country that will not gladly accept, and in many cases pay well for, the services of a violinist or cornetist. Here is a great opportunity for young people to be of use to the community in which they live.

COURSES.

We do not give space to courses on all instruments. The violin course may be taken as an example of what is presented on any of the instruments named.

THE VIOLIN.

This master instrument is to be found in more homes than any other. The desire to learn it is almost universal. Many persons are wasting valuable hours of practice by using bad methods. All such should have the instruction of skilled performers and teachers.

COURSE OF STUDY FOR VIOLIN.

GRADE I.

Hohman, first, second and third books; Pleyel, Op. 8; Easy pieces by Lagye, Weiss and others.

GRADE. II.

Hohman, fourth book; Kayser, Progressive Studies; Mazas, Op. 38; Solos by Dancia, Weiss and others.

GRADE III.

Hohman, fifth book; Schradieck; School of Technic; Keyser, Op. 20; Dancla, Air aries; Sonatas by Schubert and Mozart.

GRADE IV.

Schradieck, Technical Studies; Kreutzer, Etudes; De Beriot, Concertos; Sonatas of Haydn and Beethoven; Solos by Raff, Weiniawski and others.

GRADE V.

Fiorillo, Etudes; Rode, Caprices; Mendelssohn, Concerto; Solos by Weiniawski and Vieuxtemps.

THE CLARIONET.

Prof. Luscomb is a master of the clarionet, perhaps the most worthy of all the wind instruments. He presents courses for amateurs and professionals. He has had ample professional experience with the leading concert organizations of America and knows just what is needed to make the student a finished performer in the shortest time. Mr. Jean M. Missud, the famous New England composer, says: "Mr. Luscomb is one of the finest clarionetists in the country. His compositions place him in the front rank of American composers."

CORNET.

This is now a leading instrument. It is in demand everywhere for bands, orchestras, Sabbath-schools, churches, and solo playing. It is more readily learned than the violin. Students in one or two terms may become good performers.

GUITAR AND MANDOLIN.

These are delightful instruments for the home, and are being learned by many gentlemen as well as ladies.

OTHER INSTRUMENTS.

Students can have instruction on any other instrument used in orchestra or band. Full particulars can be learned by correspondence.

BANDS.

The College owns a set of band instruments, and for several years has maintained a military band. This meets twice a week. The first term the music selected is very easy, but during the last three terms of the year it is difficult. Some fine selections are learned. The band is frequently called upon to play in public, thus giving the members valuable experience. A beginning band will be organized at the opening of the school year, and also the spring term.

ORCHESTRA.

An orchestra is sustained at all times. This is to provide music for all college entertainments. Students that can play music of grades three and four will be admitted to this free of charge, provided their services are needed.

SPECIAL NOTICE.

Prof. Fred. Luscomb, B. M., the celebrated music teacher, bandmaster, and composer, began his work with us September 5, 1905. He gives instruction on any instrument used in band and orchestra and will direct both band and orchestra. He has had a most successful career as soloist and director, but takes great pride in his teaching. He was five years an instructor in the Wilson College of Music, Chambersburg, Pa., and is well known in all Eastern music circles. We give a few of the large number of testimonials at hand:

"The clarionet and violin solos by Prof. Luscomb at once proclaimed him what he is—a thorough artist."—Winchester (Va.) Times.

"Mr. Luscomb's ability on the clarionet is second to none in the country. His tone and execution are unparallelled."Musical Journal, Grand Rapids, Mich.

"I have added your compositions to my repertoire."—John Philip Sousa.

Prof. Luscomb, our teacher of string instruments, is a thorough teacher in every way. He is painstaking and careful.''—Rev. J. Edgar, Ph. D., President Wilson College of Music.

''I specially commend him as a teacher of the violin.''—Madame Julia Lucker, or St. Joseph Conservatory of Music.

''Mr. Fred. Luscomb is a very efficient teacher of string instruments and also posesses a great, thorough knowledge of harmony, counterpoint and instrumentation.''—Arnold W. Meyer, organist, Washington, D. C., graduate of Leipsic Conservatory.

''Mr. Fred Luscomb is a man who can play every instrument of his band.''—American Art Journal.

The Central Normal College has great confidence in Prof. Luscomb, and invites the music students of the country to make the most thorough investigation of his merits. Beginning students will have every assurance of being properly started in their work, and the more advanced will know that they are under a master.

DRAWING.

Teachers all appreciate the importance of a knowledge of drawing in their school work, and in our classes all may find the help most needed, for pupils receive personal attention from the teacher, who studies their individual needs to give to each one just the assistance required.

Anyone that can learn to write can learn to draw. Some, of course, will learn much more rapidly than others, but no one need despair of learning to draw reasonably well. The greater number may, with practice and proper instruction, learn to draw correctly and artistically. Ten weeks' class drill, one hour each day, will produce surprising results.

The work begins with an analytical study of the type solids—the sphere, cube, cylinder, etc., accompanied by the study of objects based upon these forms. Light and shade are taken up early and the student is trained to see masses and values. Later, original landscape studies are given to familiarize the class with the technique of foliage, construction of landscape, and to prepare them for outdoor sketching, which is made an important feature of the work during the latter part of the term. The human figure is also studied and analyzed in its proportions from pictures by the great artists and an occasional figure pose by a model. After the first general training, which is taken by all the class alike, each student is permitted to work in the line most congenial to his taste, or necessary in the prosecution of his professional work.

TRAINING FOR TEACHERS OF DRAWING.

Drawing is now demanded in many communities and teachers are often embarassed because they can not teach it. There have not been good opportunities to learn to teach drawing. There have been enough teachers of art and drawing in the colleges, but too little attention has been given to the training of teachers.

Mrs. Hadley has been giving especial attention to this phase of the subject, having spent several winters in Chicago under the training of the foremost authorities. She will present specially prepared work for public school teachers during the Spring and Summer terms. This is an opportunity that must not be lightly passed by. If you can teach drawing you can get a good position in a town schol. This ability will help you much in securing the best place in any community.

EXPLANATION OF CLASSES AND MISCELLANEOUS COURSES.

We Can Meet Your Wants. Most of These Classes Are Maintained Every Term.

The classes we have every Term.—Grammar (1 or 2 grades), Geography, U. S. History, Arithmetic (2 to 4 grades), Reading, Physiology, Penmanship, Algebra (2 or 3 grades), Rhetoric (2 grades), Physical Geography, Vocal Music (2 grades), Latin (2 or 3 grades), German (1 to 3 grades), American Literature, English Literature, Shorthand (1 to 3 grades), Typewriting, Book-keeping, Law (2 grades). Read further and learn of the other classes, some of which are organized two or three terms each year.

GRAMMAR.

In Grammar our classes are always large and enthusiastic. Many experienced teachers come to the C. N. C. especially for this subject. Every term we aim to accomplish three very important things for the student.

First we give him a very thorough understanding of all the essential principles of Grammar; that is, all the technical grammar that any one will need to pass examination for any state or county license. Students are unanimous in saying they learn more Grammar in ten weeks with us than they had learned in ten years teaching and studying the subject. Teachers everywhere must understand Grammar as a science, and they should make no mistake in selecting a school for this branch.

Second.—We do not make the blunder of stopping with technical Grammar, but along with it we show how every principle may be applied to language. The art of speech is the greatest of all arts, and particularly should every teacher be able to use correct English. But it is a common observation that as a general thing teachers are sadly deficient in this respect. Oftener than they suspect, teachers are without influence in their community because of the barbarous way they use the language in which they presume to give instruction. They might be greatly profited by heeding the hint of King Lear: "Mend your speech a little, lest it mar your fortune." There are schools in which nothing else is done on this subject but to parse difficult words and analyze sentences. This work is essential, and our students say we do it better than it is done anywhere else, but it is by no means the finality. There is no reason why anyone of ordinary intelligence may not, in from ten to twenty weeks in the Central Normal College, learn to express any of his thoughts in language that he knows is correct. This accomplishment is worth more to any lady or gentleman than a six years' course in music or painting without it.

Third.—Another thing we do for our pupils in Grammar is to give them definite instruction as to how to teach the difficult subject. Of all the subjects taught in our public schools, Grammar is the one in which it is most difficult to interest pupils. Hundreds of teachers have said that Grammar is the source of all their worry in the schoolroom. If this is your experience, we guarantee to you that one or two terms in it in the Central Normal College will make it your greatest delight. Here

every recitation in Grammar is also a lesson in methods. Specific suggestions are given on the most effective methods of presenting every phase of the subject, and the instructor explains what ought to be the object and end of grammatical study. Good teachers of English Grammar are always in demand and particularly is this true of those sent out by the Central Normal College.

RHETORIC.

No other part of an education is so practical as that which enables one to read, write and speak. No other defect is so conspicuous as an inability to do these things well. In Rhetoric, more especially than in any other study, can the teacher ascertain wherein the student's previous training has been at fault, and here proper remedies can be applied. Two terms are devoted to the work. Both grades are sustained each term of the year. The student writes an essay each week. This is carefully criticised by the teacher. The members of the class have an opportunity to engage in a debate once each week. At the close of the second term's work a public oration is delivered.

AMERICAN LITERATURE.

It is the purpose of this class to familiarize the student with the general field of American Literature, from its modest beginning to the present time. It prepares for the examinations as well as for the presentation of the subject in the public schools. We especially desire it to give to the student, not only an appreciation of our best authors, but a desire to know them intimately through their work. Students are taught to read systematically, to cultivate the faculty of appreciation, to enlarge taste rather than to become coldly critical. Independence and originality of thought are always fostered.

ENGLISH LITERATURE.

One term is given to a study of the History of English Literature. The authors are taken up and classified, not only by periods, but as poets, dramatists, essayists, etc. This work lays a broad and correct foundation for a life of pleasant and profitable reading and study of the world's best thought. It is our desire that every student should form the reading habit and resolve to possess a library of his own.

Classes are frequently organized to give one hour per week to Shakespeare, Browning or Tennyson. Special work is planned for the Scientific and Classic Courses.

READING.

Failure to read well—get the thought from the printed page—means failure to understand, and hence failure to recite, the lessons in geography, history, arithmetic, literature, psychology, etc. Many teachers fail to pass examinations because they fail to read the questions properly. No one who fails to get the thought from all he reads, or fails to make himself understood, should miss the work given in this class. The work is so graded as to meet the wants of all. The elementary sounds of the English language are analyzed, and the student is thoroughly drilled upon them. Careful attention is given to the diacritical marks, to pronunciation and articulation. Attention is given to the definition and derivation of words. The classes have regular and frequent drills in voice culture and breathing.

Special attention is given to the character of each selection, while the getting of the individual ideas and the thoughts of the author is the prominent feature of the work. To read well it is not only absolutely necessary that we pronounce and articulate each word accurately, but to get the entire thought, to so fully interpret the ideas of the author that they become a part of the reader's self. He then reads as if the thought were his own, and in a natural manner, as he should.

ARITHMETIC.

Arithmetic is for many young people the most difficult of the common branches. Its great utility in all vocations makes it an essential to even the simplest school course. A knowledge of the subject must, to some degree, be acquired by every one. It is our intention to make this work the strongest possible. No efforts are spared to accomplish our end. We expect our students to go out strong in this subject.

In no other study is a good teacher more desirable. This was recognized at the beginning of this College, and the faculty has always included two to five superior teachers of Arithmetic. Two or three grades are sustained each term.

During the Spring and Summer terms a fourth class, reviewing all of Arithmetic and giving special attention to methods of teaching the subject, is sustained. This is just the class needed by the teacher preparing for examination and desiring to know the newest and best ways of teaching Arithmetic.

POLITICAL GEOGRAPHY.

Two terms are devoted to this important subject. Review classes are formed in the Spring and Summer terms, in which the students are given the essentials of the subject. The lessons are outlined from the Tarr and McMurray text, one of the most progressive texts published, but much outside reading is necessary and topics are assigned for research work. Much attention is given to the natural features of a country, thus fitting the student to see the reason for the growth and development. This is a great commercial age, hence much attention is given to transportation. The leading railroads are located, and, in our own country, named. The government, the history of the people, and the industries of each country are discussed. The relation of man's environment to his activities is thoroughly studied. Careful instruction in the most approved method of map drawing is given.

PHYSICAL GEOGRAPHY.

This subject is completed in one term. There is a class every term except the first. We use a strong text and supplement it with library reading, physical experiments and the use of geological and zoological specimens. The subject not only has great value in itself, but serves as a most valuable introduction to the natural sciences.

U. S. HISTORY.

Two terms are required in this subject. The Spring and Summer terms offer review classes, in which the whole subject is covered. The subject is organized about the historic elements—time, place, and cause and effect. The student is led to see that history is the life of a people; that to see history aright we must konw the thoughts and feelings which prompted the acts of the people; that the civilization of today is the result of long continued growth; that at no time were there great leaps

and bounds in the progress, but what seems to be such is but the culmination of years of preparation. The development of our own institutions is given a proper place, and the great problems of our history are made to stand out boldly. In the wars more attention is given to cause and effect, and less to battles. The study of biography is encouraged, and much library work is required. No single text will cover the class-room work.

GENERAL HISTORY.

This covers a period of forty weeks, beginning with ancient history and ending with the present. We expect the student to secure a comprehensive view of the whole subject, not noticing battles and deeds only, but thoughts, customs, laws, religions, arts, government, the life of the people. Facts are necessary in history, but we use them only to build up that life that history, properly studied and taught, shows. From Egypt to Babylon, Babylon to Persia, Persia to Greece, Greece to Rome, Rome to Germany, Germany to England, and England to America, there is one continuous chain, unbroken, not a link to be missed. This comprehended, the story becomes a novel, an inspiration, a source of character building. An essay per month, and one oration per term, are given on the history of civilization. The student at the end of such a course sees the world in its general development, in laws, religion, governments, education, art and science. This gives breadth of knowledge, which is always useful and a constant source of pleasure.

During both Spring and Summer terms we sustain a class in Myer's General History.

PHYSIOLOGY.

This is an interesting subject when the proper aids are at hand. We have articulated and disarticulated skeletons, charts, manikins, models, many sections for the microscope, and extensive reference books. The teacher knows the human system and leads the class on to a clear understanding of its mechanism and powers. Our students have no trouble in passing the public examinations, and become strong teachers of the subject.

ALGEBRA.

Algebra is not only one of the first of the higher branches studied, but one of the most important. Since this subject serves as an introduction to the higher mathematics, it is very essential that its principles be thoroughly mastered. No subject receives more careful consideration in our College. Three grades of work are maintained, offering to the student any part of the subject he may desire. For completing the work, three terms are required. One of the best ways to gain power of independent thought is to take our course in Algebra. Often the student that has a good knowledge of Arithmetic makes a mistake by too much reviewing in that subject. What he most needs is power to think out for himself arithmetical principles, and this is often more readily and more easily acquired by taking Algebra. He that masters Algebra can master all he ever meets in the line of mathematics. The College offers exceptional advantages not only to those that desire a thorough course in this subject, but those desiring a knowledge sufficient to enable them to present well the work required in the last year of many graded schools. This work can be done nicely in one term with us.

HIGHER MATHEMATICS.

This department includes Geometry, Trigonometry, Analytical Geom-

etry, and Astronomy, forming forty-eight weeks of continuous well-graded work for those that attend the entire year. While the work is sustained for the Scientific Class, any student can enter it. Beginning classes in Geometry are organized both the Spring and Summer terms. A Trigonometry class will be organized whenever there is sufficient demand.

Many students make a mistake in studying Arithmetic too long. The best way to clear up difficult problems is to have a strong term in Plane and Solid Geometry. You will then never be bothered by Mensuration in Arithmetic. It is generally conceded that the best mental drill is derived from the demonstration of geometrical theorems. In no other study can the language and the thinking habits of the student be so surely made clear and concise. The work in the other studies mentioned above is in every sense practical and thorough. The Central Normal College has established a reputation for making strong classes in these studies, which reputation will be kept up. Our graduates are leading those of other schools in their ability to teach these subjects.

VOCAL MUSIC.

The Vocal Music Department sustains two classes every term. The beginning class takes up the rudimentary principles of music and works through the development and transposition of the various keys. Many persons that have studied Music enter this class in order to learn the best method of teaching it. The advanced class is adapted to students that have completed the work of the beginning class, or its equivalent. It aims chiefly at ability in reading and rendering higher grades of music. Difficult points in time and expression are carefully explained. Students that apply themselves well through both classes make independent singers and teachers.

LATIN.

To understand English well one must know the elements of Latin, for most English intellectual terms are of Latin origin. While this study is commonly called Latin, it is in reality the most English of all the languages studied in college. Here is where words are analyzed and become transparent in meaning; here is where we learn to cluster words derived from Latin about a root word; here is where we learn to discriminate in the use of words, and to couch the noble language of ancient Rome into our own vernacular and learn to admire the models which have inspired all great writers and thinkers of modern times.

Two or three classes are sustained. A beginning class is formed the first, the fourth, and the fifth term. The Scientific Class begins this study in September and continues it from forty to forty-eight weeks, completing a beginners' book like Coller & Daniels' and reading easy Latin, such as Gradatim, and follows with Cæsar's Gallic War and Latin Composition based upon the text read.

In the second year's work(Classic Course), selections from Cicero and Virgil are read. Sight reading receives due attention, and composition is made a delightful exercise, all having for the ultimate object to get at the exact meaning of the author and to beget a love for the classics.

Our Latin work in the Scientific and Classic courses is in harmony with the suggestions of the Committee of Fifteen, covering the Introductory Latin, Cæsar, Composition, Cicero, Sight Reading and Virgil. It comprises all the Latin required to enter our State University and any similar institution. Also, it thoroughly prepares one to teach in any high school.

GERMAN.

German is the easiest foreign language for an American to learn, because German and English are sister languages, belonging to the Germanic family. A vocabulary in it is quickly acquired, because the Anglo-Saxon part of the English language contains so many words which in both langauges are spelled and pronounced nearly alike, so that they will be recognized and understood at once by the eye and the ear of the learner. Both languages, in general, accent the the root-words, place the adjectives before the nouns, and form the compound tenses in a similar way.

In many public schools German is now taught as a regular branch. In many communities it is a great convenience to understand the language sufficiently to do business with German neighbors. In many cities and towns the stores must have German-speaking clerks. German is a desirable study, also, because much of the best literature of the world is in that language.

The Central Normal College provides advantages to all that want German for business purposes, for advanced standing in universities, for its literature and for general culture. Conversation, reading, writing, phonetics and singing receive their due attention.

At least two classes are sustained each term.

The Grammar class pursues a systematic course in the study of German grammar, but reads, translates and converses in every recitation.

Often, still another class is maintained. It translates popular German works into English and aims chiefly at good idiomatic renderings. This is the most advanced class in the subject, where we give most attention to the comparative study of language. Cognate forms in Latin and Greek are pointed out, idioms are explained, literary masterpieces are compared. No extra charge for German.

See the article on Classic Course for further particulars.

NATURAL SCIENCE.

The College gives special attention to Natural Sciences. Every effort is put forth to interest students in the study of nature. Under the direction of the Science teachers they select certain forms of animal and vegetable life for special study and go into the field and learn nature at first hand. Thousands of educated people daily pass uninterested by things that would instruct and entertain them beyond measure if they had learned while at school to study the works of nature. The work here is, as far as profitable, directly the study of the objects. It is not necessary for the class always to go to the field. The field can often be brought to the class. Illinois students will find their wants fully met.

Botany:—Classes are sustained the fourth and fifth terms of the year, when flowers can be had in abundance. The first lesson usually is an observation of the parts of a flower, each member of the class being provided with a specimen. The technical terms are learned as needed. The entire subject is developed by a strictly natural method of investigation. Students make excursions to study plants where they grow. They analyze many plants that are not discussed in the class. They make collections of leaves, stems and roots, as well as of flowers. Whenever necessary the microscopes are brought into use. Pollen, stomata, hairs, epidermal cells; sections of leaves stems, roots, petiole, ovaries, anthers, etc., in great profusion; diatoms, moulds, smuts, and other forms of vegetation are shown in both fresh and permanently prepared mounts. Students possessing microscopes should bring them. This vicinity has a rich flora, nearly all the important types of plants being found in abundance.

Zoology.—There are classes the Spring and Summer terms. As in the other sciences, the subject is outlined. Animals are studied as far as it

is profitable to do so. Dissections are made. Animals are classified. A valuable cabinet of shells, fossils and dried specimens is at hand. There are also many alcoholic specimens, including the most important marine types. The microscopical part of the study is valuable. Pond life is shown in all its variety and beauty; vorticelli, rotifera, etc., are cultivated in acquariums; circulation of the blood, movements of cilia, development of embryos and other interesting processes are studied. An extensive cabinet of permanent mounts of sections of the various organs of animals and insects is provided. Excursions are made to streams, ponds and thickets. Those that desire are taught how to collect and preserve insects, shells, small mammals, etc.

Physics.—Classes are organized every term. The experimental method is used. The laboratory method is combined with that of class recitation. There is work in the laboratory, but the class meets every day for discussion of the topics being investigated. This institution was a pioneer in the use of simple apparatus. It was early taught here that the simpler the apparatus used the more interesting the experiment. Additions are made to our supply of apparatus each year. Some things are bought of the dealers in standard instruments and some are constructed in the laboratory.

We now devote three terms to Physics in the Scientific Course.

Chemistry:—This occurs in the Scientific Course the fourth and fifth terms. Two courses are given, one in general chemistry and one in qualitative analysis. This makes a most valuable two term course.

The laboratory is provided with chemicals and apparatus to make all the experiments of the standard text books. In the general chemistry, each student does some laboratory work and in the second term he works in the laboratory five days per week.

A beginning class is usually organized the Spring term.

Geology:—A class is conducted the fifth term of each year. A collection is made by each student, class excursions being taken to secure fossils and minerals. The bowlder drift of the vicinity of Danville furnishes many instructive specimens. The College museum is small, yet the three cases of well-selected specimens give us more material than can be taken before the class in the time allotted to this study.

Astronomy:—This comes regularly in the Scientific Course the Summer term, but any one that has studied Geometry and Trigonometry can enter the class. The work is adapted to the wants of the general student. All the obscure things the teacher may meet with in the astronomical part of Geography are made plain. Many of the principal constellations are learned. The class goes out with the telescope to view sun spots, the mountains and plains of the moon, the phases of Venus, Mercury and Mars, the rings of Saturn, the moons and belts of Jupiter, double stars, star clusters and nebulæ.

PSYCHOLOGY.

From the first our Psychology has stood high in the estimation of other colleges and has received the unqualified praise of our students. We spend one term on this subject in the Teachers' Course and two in the Classic Course. A full discussion is given sensation, and all the specific forms of intellectual activity in the order of their complexity—Perception, Memory, Imagination, Conception, Judgment and Reason. Also, special attention is given to the Educational Psychology. Wherever a principle is given, its educational application is pointed out. The work is intended especially to prepare teachers for their work.

In the Classic Course much attention is given to Physiological, experimental, animal and genetic Psychology.

LETTER-WRITING.

Few young people realize the value of this study. Every one writes letters, and it is very important that they be free from errors. In conversation we can always explain those of our sentences that are not clear, and, in many cases our grammatical errors will be tolerated. Not so in the letter. The obscure things there must remain unexplained, and the errors are left to make their impression on the correspondent. Many persons have lost good positions by not being able to write a creditable application.

Too much importance can not well be attached to this subject. We have a class each term, there being no extra charge for it. Instruction is given in letters of friendship and of business. The members of all the regular courses are required to take the study, and all other students are urged to do so. Nearly all take advantage of the opportunity. A large majority learn, in one term, to write excellent letters.

GENERAL TEACHERS' TRAINING CLASS.

This has always been a large and popular class in the school. Those getting ready to teach have found it especially helpful as a preparation for their work and their examinations. Many that have taught take the work for the additional insight and inspiration to be gained from it.

Some good texts on school management and general method or science of education are always read and discussed in this class. An outline is presented as a basis for the consideration of such topics as the theory of the school; child study; the characteristics of children and the lines of development of children; inducements, methods and devices employed in the school; the character, qualifications and work of the teacher; organization and management of the school; courses of study, programs and recitations; heating, lighting and ventilating, etc. Some work will be offered in nature study, school gardening and scientific agriculture.

An attempt is made in this class to give the young teacher a general view of his field, along with numerous concrete, particular, practical illustrations of the general ideas and principles.

The work covers two terms. Classes will be organized the third, fourth and fifth terms. Students can enter the class at any time.

PRIMARY AND MODEL SCHOOL DEPARTMENT.

This department is in charge of Mrs. E. E. Olcott, a recognized leader in education. It is sufficient that her name is placed as director. She is not confined to any one method of teaching, but enriches her instruction with the best features of many systems. The lessons presented with the little pupils in the model classes are well adapted to the teachers' needs and readily applied in the school room. The work in this department is valuable both to teachers that are just entering the profession and to those of experience, for the aims, principles and plans of every-day teaching are emphasized. Routine work, then, must be in every school, but the enthusiastic teacher lifts drill above the plane of drudgery. An inspiring little book just from the press says: "It is impossible to exaggerate, for good or evil, the lessons given to a child during the years from four to seven. These years very generally prove to be the rudder that shapes the life voyage.

"Primary teachers have good right to magnify their office. Friends, you are the creators of eternal things; makers of character at an age when character is most easily impressed and developed; inspirers of the heroes and the world lifters of the next generation, of the men and women to be; not simply teachers of words. True, you are to train the pupils to know and make the sounds of the language, to know and to

use words, but your mission is one infinitely beyond that. Hamilcar taught Hannibal the handling of the sword—that was little; he inspired the purpose that determined the objects for which the sword was to be handled—that was much.

"Truthfulness, honesty, loving others, living for others, self-denial, self-dependence, prolonged effort, patience, obedience, humility, courage, true heroism, love for home, love for parents, love for nature, all should be woven on the loom of the school into the texture of the minds and hearts of the children.

"The mind and the heart of a child of five years are not too young to have started in them the bubbling springs of true philanthropy, patriotism, love of truth, heroism, religion. It would be worth far more to this country than all the diamond fields of Africa were this thought fixed for a single generation in the minds of teachers of the primary classes. The school that does not grow character is a failure."

To give teachers inspiration and higher standards and to help them to reach these standards is the aim of the department.

The model school is sustained during the Spring and Summer terms only.

PEDAGOGY.

One of the present prominent tendencies in education is the emphasis placed on the study of pedagogy. Respecting training for teaching work, there have been two views held, both extreme. One declared it was enough to know the subject to be taught, the other insisted on the methods of instruction. It has been the policy of the Central Normal College from the first to combine properly the two extreme views. It is essential to know what to teach, and it is essential to know how to teach. A knowledge of the subject plus the best way of presenting it is the motto of the Central Normal College. One of the best ways to get good methods in teaching is to see good teaching done. This sort of pedagogy each class in the College offers. There is what may be called theoretical pedagogy which gives an account of the best ways of teaching, the recognized principles and the present tendencies in education, in short, all that in any way contributes to a better understanding of the teaching process. In keeping with its policy and the demands of the times, the College offers excellent opportunities for pedagogy work. Those who are preparing to teach want to start right. Those who have taught want to keep in touch with the best things in pedagogy. The Central Normal College can meet the demands of all.

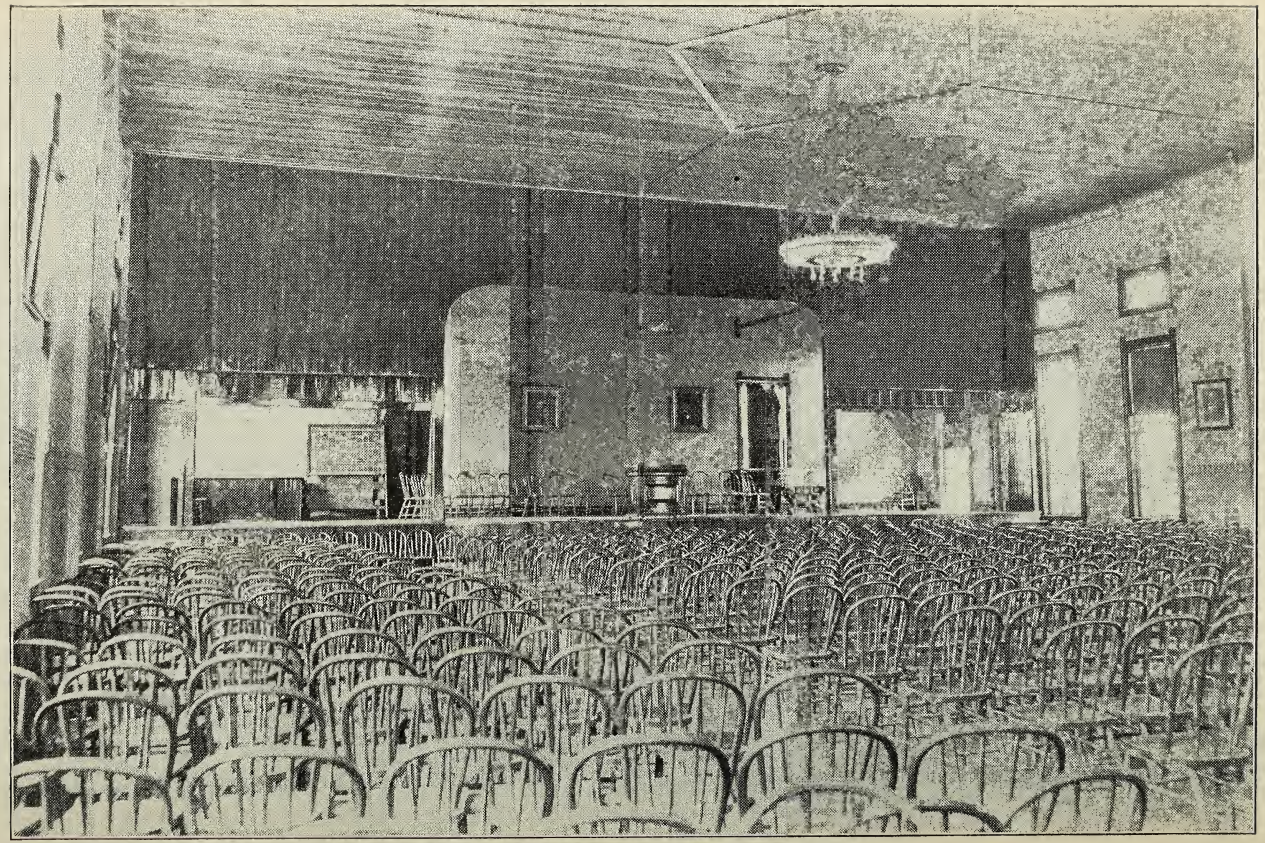
HISTORY OF EDUCATION.

Teachers often get so wrapped up in the immediate work of teaching that they give hardly a thought to the history of the great field of work in which they labor. Two important advantages come to the teacher who knows the history of education; it enables him to test by comparison with what has already been tried the value of the theories and devices proposed by the educational enthusiast; and it gives him confidence because it furnishes a knowledge of all that great teachers have taught and done for the improvement of the teaching profession.

A course of lessons on the History of Education and allied subjects, will be offered to the entire school at General Exercises, or elsewhere, by members of the Faculty.

PENMANSHIP.

In this department we are prepared to meet the demands of the times. "Penmanship is the Queen of arts," and its use plays an important part in the daily life of every person. There is no accomplishment



Negative by Newman. CENTRAL NORMAL COLLEGE CHAPEL.

more useful or more commendable than to be able to write a strong, legible hand. We have provided teachers of penmanship that are not only good penmen, but specialists in the various branches of the art. The course of study is systematically arranged, and natural and scientific methods are employed, so that every possible facility is offered to enable the student to acquire a legible and rapid handwriting in the shortest possible time.

The methods are based upon carefully graded movement exercises, leading to the production of perfect forms, and taking up the principles, letters, words, sentences and page-writing in regular order without any needless analysis or dry theorizing.

There is no extra charge for our complete course in Business Penmanship. Ornamental Penmanship, Card Writing, Flourishing, Engrossing, Pen Drawing, Pen Lettering and Automatic Lettering will be taught when the number is sufficient for a class. In this work the tuition is extra.

DEBATING AND PARLIAMENTARY LAW.

But few schools give proper prominence to the above important subjects. We have tried to do our full duty in this respect, and many of our graduates look upon their work in this line as most valuable. We provide classes in Parliamentary Law and organize debating sections for all. It is our aim to have the entire school participate. The work is free to all students of the College.

Sufficient debating sections are organized each term to accomodate the school. These are in charge of a special teacher. who meets them for discussions of Parliamentary Law, and assigns the questions for debate. A room, warmed and lighted, if necessary, is assigned to each section, the members of which meet at the appointed time, organize, make out their program, and then adjourn for one week, when they meet for the debate. The work is alternated so that each member will act as President, Secretary, or leader of debate at least once during the term. If the section is small, he will fill all of these places.

This is just the drill that eache young person should have, Success in debating is not confined to the gentlemen. Very frequently the ladies lead, becoming forcible speakers. Improvements are made in the management of this department each year. Each year we discover something that may be done to increase the efficiency of the work. The results are marvelous.

A study of the general rules governing the acts of Congress, and of smaller bodies, such as literary societies, institutes, conventions and business organizations, has become a prominent feature in connection with our debating. How to make motions and proceed with them, how to be a successful chairman or secretary, or a useful member of an organization, are questions not only discussed, but the students fill the official positions, make motions and dispose of them in the presence of a teacher who continually qusetions and makes suggestions and criticisms, thus producing not simply theoretical, but practical parliamentarians.

STUDENTS OF 1905-1906

Classic Graduates, 106.

Bock, Charles P.....Warrick, Ind.
Gambill, Gilbert....Sullivan, Ind.
Gillis, Ezra L.....Mason, Ky.
Johnson, Mary Irene..Benton, Ind.
Malan, Clement.....Madison, Ill.
Neeley, Herman..Williamson, Ill.
Rice, W. J.....Boyd, Ky.
Sackett, L. W.....Tippecanoe, Ind.
Templin, Charles...Hendricks, Ind.
Vanscoyoc, E. E..Montgomery, Ind.
Wood, H. Allen....Hendricks, Ind.

Scientific Gradutes, 1906.

Bassett, Margaret.....Shelby, Ind.
Burris, Benj. J.....Daviess, Ind.
Cassidy, Alidore.....Perry, Ind.
Cogswell, C. E...Washington, Ind.
Cleland, John.....Jackson, Ill.
Cleland, Hance.....Jackson, Ill.
Cook, Charles.....Clark, Ind.
Ellinghausen, E. A...Dearborn, Ind
Hansel, Floyd M.....Parke, Ind.
Hollon, Emma.....Pike, Ind.
Hunt, Mary.....Randolph, Ind.
Leer, Lawrence.....Elkhart, Ind.
Leak, Roscoe.....Hendricks, Ind.
Little, Lucile.....Hendricks, Ind.
Martin, Theodore.....Orange, Ind.
*Conditioned.
Mason, D. N.....Perry, Ind.
McClure, Lloyd.....Elkhart, Ind.
Noe, Minnie.....Clark, Ind.
Power, Oscar.....Hancock, Ind.
Pattison, Marian...Hendricks, Ind.
Powner, Walter.....Marion, Ind.
Rankin, Julian.....Clark, Ky.
Seller, Maybell....Hendricks, Ind.
Spillmann, Ora.....Hendricks, Ind.
Swindler, Earl.....Boone, Ind.
Virtue, Pearl.....Greene, Ind.
Watson, Evart.....Hendricks, Ind.
*Westhafer, F. V.....Shelby, Ind.
Wilson. Nannie.....Hendricks, Ind.
Wolfe, Albert O.....Harrison, Ind.

Law Graduates, 1906.

Cleland, Hance H.....Jackson, Ill.
Gerkin, Chester J.....Orange, Ind.
Gambill, G. W.....Sullivan, Ind.
Johnson, Mary Irene...Benton, Ind.
Mason, Dwight N.....Perry, Ind.
Mills, Samuel Hardin..McLean, Ky.
Niswander, LauraC.Hendricks, Ind.
Takata, John Yonetaro.....
....San Francisco, Cal.
Vanscoyoc, Ephriam .....
....Montgomery, Ind.
Watson, Evart....Hendricks, Ind.

Teachers' Graduates, 1906.

Anstett, Mae.....Benton, Ind.
Broady, Maude.....Scott, Ind.
Brown, Carl.....Switzerland, Ind.
Bledsoe, Edmund.....Dubois, Ind.
Bouslog, Ruby.....Henry, Ind.
Bowerman, Orpha .....
....Montgomery, Ind.
Conner, Ira.....Spencer, Ind.
Deweese, R. C....Washington, Ind.
Dickey, Anna.....Orange, Ind.
Douthitt, Glenn.....Sullivan, Ind.
Edwards, Xada Y.....Green, Ind.
Fisher, E. L.....Martin, Ind.
Francis, Nellie.....Ripley, Ind.
Harper, Josephine..Hendricks, Ind.
Harper, Anna.....Hendricks, Ind.
Harvey, Kate.....Putnam, Ind.
Hayes, Jennie.....Shelby, Ind.
Hemphill, Minnie.....Jasper, Ind.
Hill, Jennie.....Carroll, Ind.
Johnson, Arley.....Randolph, Ind.
*Conditioned.
*Jones, Lloyd.....Morgan, Ind.
Kerr, Emmeline...Dearborn, Ind.
Lang, T. G.....Harrison, Ind.
McMillan, Bertha...Hamilton, Ind.
Mood, Virgil.....Green, Ind.
Plowman, M. A...Washington, Ind.
Runnels, L. A.....Hendricks, Ind.
Richardson, Rose....Fountain, Ind.
Richardson, Maude..Spencer, Ind.
Ropp, Benj.....Shelby, Ind.
See, Elzie.....Howard, Ind.
Smithson, Tuna.....Putnam, Ind.
Snodgrass, J. P.....Clinton, Ind.
*Sporleder, Harlan...Jennings, Ind.
Watts, Anna.....Douglas, Ill.
Walsh, Kate.....Hendricks, Ind.
Whitlock, W. W.....Sullivan, Ind.
Willoughby, Jennie .....
....Montgomery, Ill.
*Winn, James.....Clay, Ind.
Willette, Lemmie.....Fayette, Ill.

Academic Graduates, 1906.

Bartley, Donald.....Knox, Ind.
Beikman, Amelia.....Jackson, Ind.
Cadle, J. W.....Orange, Ind.
Demotte, Garnet.....Pike, Ind.
Eckerty, Romer.....Crawford, Ind.
Hull, Louie.....Warrick, Ind.
Huntington, Ernest...Benton, Ind.
Harmon, C. F...Switzerland, Ind.
Keller, Grover.....Daviess, Ind.
Shomaker, A. J.....Jackson, Ill.

Piano Graduates, 1906.

Kirkham, Pauline..Hendricks, Ind.
Williams, Orpha.....Johnson, Ind.
Trotter, Evangeline.Hendricks, Ind.

Shorthand Graduates, 1906.

Becker, Carrie.....Dearborn, Ind.
Carter, Carrye.....Hendricks, Ind.
Kendall, Marie.....Hendricks, Ind.
Luscomb, Cornelia.Hendricks, Ind.
Mills, Samuel H.....McLean, Ky.
Marshall, Milton M.Hendricks, Ind.
Sears, Lanta.....Hendricks, Ind.

Bookkeeping Graduates, 1906.

Alexander, A. C...Hendricks, Ind.
Atkinson, Roy.....Benton, Ind.
Becker, Carrie.....Dearborn, Ind.
Bryant, R. C.....Coles, Ill.
Clapp. J. T.....Dubois, Ind.
Carter, Carrye....Hendricks, Ind.
Douthitt, Carl.....Sullivan, Ind.
Frazier, Jos.....Spencer, Ind.
Greene, Lola.....Johnson, Ind.
Hoehn, Henry F..Montgomery, Ill.
Huston, Grover..Washington, Ind.
Huston, Alva....Washington, Ind.
Kney, Edward.....Rush, Ind.
Kendall, Marie.....Hendricks, Ind.
Lamm, Glen.....:Miami, Ind.
Land, Lawrence.....Sullivan, Ind.
Lounsbury, John M.....
....Montgomery, Ill.
Luscomb, Cornelia.Hendricks. Ind.
May, Millard.....Boyd, Ky.
McNew, T. C.....Bond, Ill.
McCormick, J. W.....Fayette, Ill.
Parker, F. A.....Hendricks, Ind.
Rice, W. J.....Boyd, Ky.
Sears, Lanta.....Hendricks, Ind.
Snider, A. R.....Douglas, Ill.
Sutton, R. R.....Martin, Ind.
Thornburry, W. W.....Boyd, Ky.
Towell, H. M.....Fountain, Ind.
Tucker, Esther..Montgomery, Ill.
Ziegler, J. M.....DuBois, Ind.

Piano Students, 1905-06.

Atkinson, Roy.....Benton, Ind.
Arnold, Alice R.....Dec., Ind.
Alley, Ethel.....Shelby, Ind.
Beikman, Amelia.....Jackson, Ind.
Board, Ivah.....Boone, Ind.
Bowerman, Orpha .....
....Montgomery, Ind.
Blackwell, Katherine.Benton, Ind.
Bradshaw, Bessie.....Perry, Ind.
Brown, Alice.....Jackson, Ind.
Bullington, Edna.Washington, Ind.
Carter, Carrye.....Hendricks, Ind.
Carlos, J. D.....Union, Ind.
Demotte, Stella.....Pike, Ind.
Demotte, Garnett.....Pike, Ind.
Davis, Ruby.....Champaign, Ill.
Demarcus, Josephine.....
....Hendricks, Ind.
Dugger, Abigail.....Sullivan, Ind.
Eckerty, Romer....Crawford, Ind.
Fowler, Mabel.....Douglas, Ill.
Garrison, Elsie.....Hendricks, Ind.
Gentry, Effie.....Hendricks, Ind.
Gentry, Ione.....Hendricks, Ind.
Gillaspie, Irma.....Boone, Ind.
Goff, Cintilla....Montgomery, Ind.
Gorrell, Edna.....Hendricks, Ind.
Greenwood, Lelah..Hendricks, Ind.
Hargrave, Hazel...Hendricks, Ind.
Hale, Clara.....Sullivan, Ind.
Harris, Ruth.....Boone, Ind.
Hadley, Martha....Hendricks, Ind.
Hayes, Nellie.....Hendricks, Ind.
Hendrickson, May...Sullivan, Ind.
Holman, Ressa.....Morgan, Ind.
Howell, Mary.....Morgan, Ind.
Hopkins, Ada.....Daviess, Ind.
Kirk, Ada.....Hendricks, Ind.
Kirkham, Pauline..Hendricks, Ind.
Kennedy, Mrs. R. O.Hendricks, Ind.
Kesler, Eva.....Hendricks, Ind.
Lawson, Kate.....Hendricks, Ind.
Lamm, Glen.....Miami, Ind.
Lee, Mrs. O. A.....Shelby, Ind.
Logue, Rosa.....Fayette, Ill.
Luscomb, Elizabeth.Hendricks, Ind.
Manners, Mrs. Kate.Hendricks, Ind.
Masten, May.....Hendricks, Ind.
McFaddin, Edith...Hendricks, Ind.
Miller, Lora.....Shelby, Ind.
Moore, Lora.....Hendricks, Ind.
Newlin. Mrs. Minta..Crawford, Ind.
Pattison, Marion...Hendricks, Ind.
Pettigrew, Albert.....Shelby, Ind.
Plotner, Degole. .....Cass, Ind.
Ratliff, Lelia.....Hendricks, Ind.
Reitzel, E. P.....Hendricks, Ind.
Rhude, Anna.....Brown, Ind.
Sample, Sylvia.....Clark, Ind.
Sackett, Mrs. L. W.....Tipp., Ind.
Smith, Alberta E.....Wayne, Ill.
Soper, Lelah.. ...Hendricks, Ind.
Stutesman, Inez...Hendricks, Ind.
Stepanek, Grace....Randolph, Ind.
Staples, Althea.....Christian, Ill.
Speer, Helen M.....Union, Ind.
Suttles, Katie V.....Fountain, Ind.
Trotter, Evangeline.Hendricks, Ind.
Tucker, Laura.....Jackson, Ind.
Underwood, Beryl..Hendricks, Ind.
Vermillion, Ella.....Putnam, Ind.
Virtue, Pearl.....Greene, Ind.
Whisler, Mrs. H. M..Hendricks, Ind.
Whitlock, W. W.....Sullivan, Ind.
Williams, Orpha.....Johnson, Ind.
Winn, Jas. C.....Clay, Ind.
Wood, Ida.....Putnam, Ind.

Cornet.

Bell, Lucile.....Hendricks, Ind.
Mattingly, Ray S.....Spencer, Ind.
Mills, Samuel Hardin..McLean, Ky.
Pattison, Albert...Hendricks, Ind.
Runnels, L. A.....Hendricks, Ind.
Taylor, C. E.....Crawford, Ind.
Thomas, Cleve.....Putnam, Ind.
Wood, Harvey....Hendricks, Ind.
West, J. E.....Hendricks, Ind.

Violin.

Atkinson, Roy.....Benton, Ind.
Bradley, Chas. N.....Brown, Ind.
Beck, Wm. K.....Knox, Ind.
Conrad, Josephine.....
....Montgomery, Ind.
Demotte, Stella.....Pike, Ind.
Ewing, Robt.....Hendricks, Ind.
Fletcher, T. C.....Benton, Ind.
Glover, Frank.....Daviess, Ind.
Fowler, Mabel.....Douglas, Ill.
Gresham, W. C...Washington, Ind.
Hadley, Jennie.....Hendricks, Ind.
Johnson, Ila.....Hendricks, Ind.
Kendall, Marie....Hendricks, Ind.
Martin, Maysie.....Douglas, Ill.
Marlowe, Alice.....Floyd, Ind.
Murphy, Frankie.....Fayette, Ind.
Ratliff, Albert.....Hendricks, Ind.
Sporleder, Harlan.Switzerland, Ind.
Vogelgesang, F. X..Dearborn, Ind.
West, Harrison...Hendricks, Ind.

Banjo.

Harvey, Drenan...Hendricks, Ind

Voice.

Carter, Grace.....Hendricks, Ind.
De Motte, Bessie.....Pike, Ind.
Jackson, Carrie...Hendricks, Ind.
Leachman, Effie C..Hendricks, Ind.
Mahoney, Will E.....Benton, Ind.
Peterson, Gertrude.Hendricks, Ind.
Staples, Althea.....Christian, Ill.
Sherrill, Gail.....Hendricks, Ind.
Ward, Joseph.....Daviess, Ind.
Wilson, Mary.....Hendricks, Ind.

Flute.

Atkinson, Roy.....Benton, Ind.
Christie, Fred.....Hendricks, Ind.
Kinnaman, Howard.Hendricks, Ind
McCurdy, Fred....Hendricks, Ind.

Guitar.

Cleland, Hance.....Jackson, Ill.
Julian, Lena M.....Hendricks, Ind.
Willoughby, Jenny.....
....Montgomery, Ill.
Sutton, Robt.....Martin, Ind.

Clarinet.

Bell, Beulah.....Hendricks, Ind.
Cook, Charles.....Clark, Ind.
Harrison, Carrie...Hendricks, Ind.
McKnight, E. John.Hamilton, Ind.

Mandolin.

Miles, Winfield.....Perry, Ind.

Trombone.

Niswander, J. M....Hendricks, Ind.

Students in Bookkeeping.

Ayers, Clara.....Hendricks, Ind.
Atkinson, Roy.....Benton, Ind.
Alexander, A. C...Hendricks, Ind.
Baseler, Charles.Vanderburg, Ind.
Brown, Charles W....Jackson, Ind.
Byrne, E. T.....Dearborn, Ind.
Becker, Carrie.....Dearborn, Ind.
Bryant, R. C.....Coles, Ill.
Brackenhoff, Robert.....
....Montgomery, Ill.
Boyer, Robert L.....Douglas, Ill.
Bates, Herbert.....Hancock, Ind.
Cox, Eva.....Hendricks, Ind.
Campbell, Fred.....Monroe, Ind.
Chestnut, Wm. S...Sunflower, Miss.
Carter, Carrye....Hendricks, Ind.
Clapp, John T.....Dubois, Ind.
Clendenen, John....Lawrence, Ind.
Douthitt, Carl.....Sullivan, Ind.
Dempsey, F. E.....Hendricks, Ind.
Ensminger, Fred...Hendricks, Ind.
Flinn, Willard.....Lawrence, Ind.
Fletcher, Elmer...Champaign, Ill.
Frazier, Joseph.....Spencer, Ind.
Green, Lola.....Johnson, Ind.
Hepler, James.....Fountain, Ind.
Hoehn, H. F.....Montgomery, Ill.
Hadley, Walter....Hendricks, Ind.
Holbert, Leslie C.....Parke, Ind.
Highsmith, W. L.....Crawford, Ill.
Huston, Grover.Washington, Ind.
Huston, Alva....Washington, Ind.
Julian, Elma.....Hendricks, Ind.
Jackson, Donald.....Shelby, Ind.
Job, Herdis.....Hendricks, Ind.
Imes, Harry.....Fulton, O.
Kendall, Marie....Hendricks, Ind.
Kney, Edward.....Rush, Ind.
Kennedy, Earl...Washington, Ind
Luscomb, Cornelia.Hendricks, Ind.
Lounsbury, J. M..Montgomery, Ill.
Land, Lawrence.....Sullivan, Ind.
Lathrop, Ralph B...Crawford, Ill.
Lamm, Glen.....Miami, Ind.
Lanham, Jennette.Switzerland, Ind.
Little, W. O.....Warren, Ind.
Mead, Carl.....Washington, Ind.
Meal, Gar.....Rush, Ind.
Mills, S. H.....McLean, Ky.
McCormick, J. W.....Fayette, Ill.
McCormick, G. P.....Fayette, Ill.
McNew, T. C.....Bond, Ill.
Montgomery, C. H..Hendricks, Ind.
May, Millard.....Boyd, Ky.
Nowlin, Archie.....Dearborn, Ind.
Newland, R. H.....Fannin, Tex.
Nichols, Bruce.....Edgar, Ill.
O'Brien, Florence.....Putnam, Ind.
Park, A. C.....Switzerland, Ind.
Parker, F. A.....Hendricks, Ind.
Peterson, Charles..Hendricks, Ind.
Rice, W. J.....Boyd, Ky.
Reeves, Lawrence...Harrison, Ind.
Roberts, Hazel.....Orange, Ind.
Reed, Clara.....Putnam, Ind.
Snyder, L. C.....Spencer, Ind.
Sutton, Robert R.....Martin, Ind.
Sears, Lanta.....Hendricks, Ind.
Sherrill, Gail.....Hendricks, Ind.
Smith, Logan.....Lawrence, Ind.
Sanders, V. H.....Fountain, Ind.
Shoppell, Mertie M.....Clay, Ind.
Smith, Roscoe.....Crawford, Ill.
Smith, Blanche.....Lawrence, Ill.
Snider, A. R.....Douglas, Ill.
Thornbury, W. W.....Boyd, Ky.
Tucker, Esther..Montgomery, Ill.
Thompson, J. T.....Lawrence, Ky.
Towell, H. M.....Fountain, Ind.
Vogelgesang, F. X..Dearborn, Ind.
Whittinghill, J. P.....
....Breckenridge, Ky.
Woluing, Horace J..Dearborn, Ind.
Wilson, Charles.....Harrison, Ind.
Zeigler, J. M.....Dubois, Ind.

Students in Shorthand.

Atkinson, Roy.....Benton, Ind.
Ayers, Clara.....Hendricks, Ind.
Adams, Clara.....Hendricks, Ind.
Becker, Carrie.....Dearborn, Ind.
Barker, Harriet...Hendricks, Ind.
Carter, Carrye....Hendricks, Ind.
Cleland, Hance B.....Jackson, Ill.
Cox, Eva.....Hendricks, Ind.
Cook, Nellie L.....Hendricks, Ind.
Green, Mellie P...Hendricks, Ind.
Hadley, Walter E..Hendricks, Ind.
Hoehn, Henry F..Montgomery, Ill.
Hostetter, Mehrle..Hendricks, Ind.
Hepler, Jas. L.....Fountain, Ind.
Huff, Lucy M.....Fountain, Ind.
Kendall, Marie....Hendricks, Ind.

Kessler, Eva.....Hendricks, Ind.
Luscomb, Cornelia..Hendricks, Ind.
Little, W. O.....Warren, Ind.
Mills, Samuel H.....McLean, Ky.
Mahoney, Will.....Benton, Ind.
May, Millard M.....Boyd, Ky.
Marshall, Milton M.Hendricks, Ind.
O'Brien, E. T.....Putnam, Ind.
Pratt, Orville.....Hendricks, Ind.
Ratliff, Albert....Hendricks, Ind.
Roberts, Hazel...|....Orange, Ind.
Spillman, Ora.....Hendricks, Ind.
Smith, Esta.....Hendricks, Ind.
Sears, Lanta.....Hendricks, Ind.
Sutton, Robt. R.....Martin, Ind.
Sanders, Virgil H..Fountain, Ind.
Shoppell, Mertie M.....Clay, Ind.
Smith, Blanche.....Lawrence, Ill.
Smith, Roscoe.....Crawford, Ill.
Snyder, L. C.....Spencer, Ind.
Esther, Tucker..Montgomery, Ill.
Towell, Hardie M...Fountain, Ind.
Thornbury, W. W.....Boyd, Ky.
Vogelgesang, Frank X.....
....Dearborn, Ind.
West, Irvin Earl..Hendricks, Ind.
Zeigler, John M.....Dubois, Ind.

GENERAL LIST, 1905-1906

Abbett, Gertrude.....Brown, Ind
Adkins, Homer.....Hancock, Ky.
Adamson, Stanley.....Parke, Ind.
Adams, Clara.....Hendricks, Ind.
Adams, Grace.....Jefferson, Ind.
Adams, T. J.....Monroe, Ind.
Admire, J. K.....Morgan, Ind.
Aiken, Jas. W...Bartholomew, Ind.
Allen, Madge.....Lawrence, Ind.
Allen, Pearl.....Washington, Ind.
Allen, Mabel.....Sullivan, Ind.
Allee, Eugene.....Putnam, Ind.
Alexander, A. C.....Hendricks, Ind.
Allison, Ebert.....Tipton, Ind.
Alley, Ethel.....Shelby, Ind.
Ames, M. Viola.....Clay, Ind.
Anthus, Wm.....Martin, Ind.
Anspach, Wm.....Perry, Ind.
Anderson, Walter.....
.....Bartholomew, Ind.
Anderson, Herschel...Shelby, Ind.
Anderson, E. G.....Pike, Ind.
Anderson, Nettie...Hendricks, Ind.
Anstett, Mae M.....Benton, Ind.
Armstrong, Ruth...Lawrence, Ind.
Arnold, Fielden.....Hancock, Ky.
Ashley, Maurice.....Garrard, Ky.
Askins, B. A.....Shelby, Ill.
Askins, Howard.....Shelby, Ill.
Arnett, Maude E.....Sullivan, Ind.
Arnold, Alice R.....Decatur, Ind.
Arvin, Timothy.....Daviess, Ind.
Atkinson, Roy.....Benton, Ind.
Auer, A. F.....Madison, Ill.
Ayers, Mildred.....Carroll, Ind.
Ayers, Thos. C.....Brown, Ind.
Ayers, Clara.....Hendricks, Ind.
Bassett, Margaret E...Shelby, Ind.
Bartley, Donald.....Knox, Ind.
Bartley, Faye.....Knox, Ind.
Barker, Harriet...Hendricks, Ind.
Bartlett, Stolar....Lawrence, Ind.
Bartlett, Talmage...Lawrence, Ind.
Bankert, Cassie.....Shelby, Ind.
Barksdale, Clarence .....
....Washington, Ind.
Babcock, Orville....Harrison, Ind.
Barrow, Leslie J.....Johnson, Ind.
Bales, Seth C.....Daviess, Ind.
Barnett. Myrtle.....Vigo, Ind.
Barkes, Roy....Bartholomew, Ind.
Bair, Everett.....Fountain, Ind.
Barnes, Emphor...Hendricks, Ind.
Baseler, Charles..Vanderburg, Ind.
Bates, Herbert.....Hancock, Ind.
Basinger, Wm.....Saline, Ill.
Bailey, Walter.....Shelby, Ind.
Bailey, Cleveland.....Perry, Ind.
Bailey, Bertha.....Perry, Ind.
Banta, Ben H.....Switzerland. Ind.
Babb, Logan.....Fountain, Ind.
Babb, G. C.....Fountain, Ind.
Beck, Wm. R.....Knox, Ind.
Becker, Carrie.....Dearborn, Ind.
Becker, Opal I.....Shelby, Ind.
Bell, Lucile.....Hendricks, Ind.
Bell, Beulah.....Hendricks, Ind.
Bennett, Nelson B...Spencer, Ind.
Bever, Burch.....Fountain, Ind.
Beikman, Amelia.....Jackson, Ind.
Beikman, Flora.....Jackson, Ind.
Bernardi, Frank.....Perry, Ind.
Benner, Maggie.....Benton, Ind.
Benefiel, Mary E....Vermilion, Ind.
Bender, Flora.....Monroe, Ind.
Bennett, Myrtle.....Daviess, Ind.
Benham, Elva.....Jefferson, Ind
Beavers, Wm. A.....Henry, Ind.
Beaman, Elva.....Morgan, Ind.
Biddinger, Mabel.....Daviess, Ind.
Billman, Geo. S.....Shelby, Ind.
Bledsoe, Edmund.....Dubois, Ind.
Blackburn, Mary....Franklin, Ind.
Blackburn, Rozella..Franklin, Ind.
Blackwell, Katheryn..Benton, Ind.
Blazer, Mordica.....Tipton, Ind.
Board, Ivah.....Boone, Ind.
Borden, Mabel.....Johnson, Ind.
Boone, Otto E.....Madison, Ind.
Boston, Noel.....Sullivan, Ind.
Bosstick, Chester....Sullivan, Ind.
Bodley, A. L.....Hendricks, Ind.
Bowman, Augusta.....Martin, Ind.
Bouslog, Ruby.....Henry, Ind.
Bouslog, Dawson.....Henry, Ind.
Booker, Loren C.....Shelby, Ind.
Bowerman, Orpha D.....
....Montgomery, Ind.
Bock, Charles P.....Warrick, Ind.
Boyer, Robt. L.....Douglass, Ill.
Boyer, Maggie.....Douglass, Ill.
Brengle, Fred E.....Decatur, Ind.
Brackenhoff, Robt.Montgomery, Ill.
Brothers, Edward....Putnam, Ind.
Brattain, Ida.....Parke, Ind.
Bradley, Charles.....Brown, Ind.
Broady, Maude M.....Scott, Ind.
Brown, James.....Brown, Ind.
Brown, Carl H...Switzerland, Ind.
Brown, Daisy M.....Monroe, Ind.
Brown, Ocy A.....Monroe, Ind.
Brown, Alice.....Jackson, Ind.
Brown, Charles W...Jackson, Ind.
Brown, Grover.....Brown, Ind.
Browning, Logan...Lawrence, Ind.
Bradshaw, Bessie.....Perry, Ind.
Brinkley, Pearl....Hendricks, Ind.
Bryant, Roy.....Coles, Ill.
Brackney, Roy.....Putnam, Ind.
Brackney, Lois.....Putnam, Ind.
Bruce, Lora.....Jasper, Ind.
Burns, Orville.....Howard, Ind.
Burton, Cora M.....Orange, Ind.
Burton, Maude E...Lawrence, Ind.
Burton, Grace.....Lawrence, Ind.
Burris, Benj. J.....Daviess, Ind.
Bussell, Leonard...Hancock, Ind.
Busse, Ida.....Dearborn, Ind.
Busse, Alma.....Dearborn, Ind.
Burgess, Earl.....Orange, Ind.
Burns, Della....Bartholomew, Ind.
Burns, Rilla.....Spencer, Ind.

Bullington, Edna..Washington, Ind.
Bunten, Earl.....Putnam, Ind.
Byrne, Lloyd.....Spencer, Ind.
Byrne, Edwin.....Dearborn, Ind.
Carter, Grace.....Hendricks, Ind.
Carter, Nellie.....Hendricks, Ind.
Carter, Carrye.....Hendricks, Ind.
Carter, Dwight.....Vigo, Ind.
Cadle, J. W.....Orange, Ind.
Cadle, Nellie.....Orange, Ind.
Cain, Harry.....Madison, Ind.
Cates, Schuyler.....Fountain, Ind.
Cass, Goldie.....Hancock, Ind.
Campbell, H. M.....Jennings, Ind.
Campbell, Charles.....Brown, Ind.
Campbell, Edith.....Madison, Ind.
Campbell, Lena.....Madison, Ind.
Campbell, Fred.....Monroe, Ind.
Campbell, Lola.....Jennings, Ind.
Campbell, Albert....Jennings, Ind.
Carey, Effie.....Hamilton, Ind.
Carpenter, Ferd.....Hamilton, Ind.
Carriger, Ethel E.....Boone, Ind.
Caldwell, Cordelia.....Boone, Ind.
Cardwell, Raleigh.....Tipton, Ind.
Carlos, J. D.....Union, Ind.
Carmack, H. LeRoy...Tipton, Ind.
Cassidy, Alidore.....Perry, Ind.
Carlisle, B. S.....Vanderburg, Ind.
Chandler, Ray C.....Daviess, Ind.
Chew, Leslie.....Hancock, Ind.
Chambers, Sheridan...Monroe, Ind.
Chambers, Harriet.....Scott, Ind.
Christian, Ben.....Hamilton, Ind.
Chattin, N. H.....Daviess, Ind.
Childs, Ollie.....Brown, Ind.
Chapman, Jas.....Spencer, Ind.
Chapman, Orel.....Daviess, Ind.
Chestnut, Wm. S...Sunflower, Miss.
Chestnut, Marion..Sunflower, Miss.
Chestnut, Ethel...Sunflower, Miss.
Chestnut, Myra...Sunflower, Miss.
Christie, Fred S....Hendricks, Ind.
Christie, Alta Mae.Hendricks, Ind.
Christie, Herbert..Hendricks, Ind.
Clapp, John T.....Dubois, Ind.
Clay, Ned .....Hendricks, Ind.
Clark, Blaine.....Johnson, Ky.
Clark, Charles.....Shelby, Ind.
Clark, Ira T.....Brown, Ind.
Clark, John.....Monroe, Ind.
Clements, Myrtle.....Martin, Ind.
Clements, Cora.....Martin, Ind.
Clevenger, Matilda...Benton, Ind.
Clendenen, John...Lawrence, Ind.
Cleland, John.....Jackson, Ill.
Cleland, Hance.....Jackson, Ill.
Coffman, Jessie.....Daviess, Ind.
Cogswell, C. E....Washington, Ind.
Colbert, Tell.....Daviess, Ind.
Collins, Cecil B.....Shelby, Ind.
Collins, Francis.....Shelby, Ind.
Collingwood, Charles.Hancock, Ind.
Comingore, D. M....Hendricks, Ind.
Conrad, Josephine .....
....Montgomery, Ind.
Conn, Beulah.....Hendricks, Ind.
Condon, Alvin E.....Brown, Ind.
Conner, Annie.....Jackson, Ind.
Conner, Ira W.....Spencer, Ind.
Coulter, Scott.....Orange, Ind.
Cotter, Earl.....Clay, Ind.
Cox, John W.....Putnam, Ind.
Cox, Ross.....Spencer, Ind.
Cox, Frank.....Spencer, Ind.
Cox, Eva.....Hendricks, Ind.
Cornwell, Ward.....Orange, Ind.
Cormick, Clifford.....Posey, Ind.
Corya. Morton.....Jefferson, Ind.
Cook, Edith J.....Hendricks, Ind.
Cook, Charles.....Clark, Ind.
Cook, Nell.....Hendricks, Ind.
Corrior, Daisy.....Benton, Ind.
Cravens, Geo. W..Washington, Ind.
Crabill, Walter.....Allen, Ind.

Craig, Arthur.....Jackson, Ind.
Craig, Lillian.....Muhlenberg, Ky.
Crider, Roschia.....Dearborn, Ind.
Cross, Pearl E.....Clark, Ind.
Crooks, Margaret.....Parke, Ind.
Crosson, Nannie A.....Benton, Ind.
Curtis, Foster.....Wayne, Ind.
Davis, Ruby.....Champaign, Ill.
Daugherty, Jacob...Jennings, Ind.
Davisson, David.....Miami, Ind.
Davis, Lena.....Jefferson, Ind.
Davis, Harry.....Harrison, Ind.
Davis, Lyman...Washington, Ind.
Davis, Wm.....Warren, Ind.
Darnall, Maynard...Putnam, Ind.
Daugherty, Mary...Lawrence, Ind.
Davidson, Frank...Hendricks, Ind.
Damon, J. E.:.....Harrison, Ind.
De Motte, Garnett.....Pike, Ind.
De Motte, Stella.....Pike, Ind.
Demarcus, Josephine Hendricks, Ind.
Dewees, R. C.....Washington, Ind.
Densford, Grace.....Jackson, Ind.
Deckard, Charles.....Brown, Ind.
Deckard, Raleigh.....Brown, Ind.
Deeg, Owen K.....Spencer, Ind.
De Motte, Bessie.....Pike, Ind.
Dennis, Ernest.....Jennings, Ind.
Demaree, Effie.....Jefferson, Ind.
Denton, Sam.....Jennings, Ind.
Dempsey, F. E....Hendricks, Ind.
Deppert, Dora.....Jackson, Ind.
Dixon, Alice.....Fountain, Ind.
Dishinger, Allison...Jefferson, Ind.
Dittmer, Carrie.....Dearborn, Ind.
Dickey, Annie.....Orange, Ind.
Dillard, Pearl.....Orange, Ind.
Dittbenner, Carrie .....
....Montgomery, Ind.
Dorman, Wm. E...Hendricks, Ind.
Doll, L. R.....Harrison, Ind.
Douthitt, Carl.....Sullivan, Ind.
Douthitt, Glen.....Sullivan, Ind.
Dodds, Florence.....Sullivan, Ind.
Doyle, Mayme.....Daviess, Ind.
Dorsett, Thos C.....Putnam, Ind
Donahue, Anna.....Benton, Ind.
Duncan, Ella.....Crawford, Ill.
Dungan, Hulda.....Shelby, Ind.
Duffy, Frank.....Floyd, Ind.
Dugger, Abigail.....Sullivan, Ind.
Dyer, Mary.....Hendricks, Ind.
Earnest, Thurman.....Rush, Ind.
East, Austin.....Monroe, Ind.
Eckerty, Romer.....Crawford, Ind.
Edwards, Chas. O....Daviess, Ind.
Edwards, Chester..Randolph, Ind.
Edwards, Xada Y.....Green, Ind.
Edrington, Mabel...Hamilton, Ind.
Eggers, Ernest.....Putnam, Ind.
Ellinghausen, E. A..Dearborn, Ind.
Ensminger, Fred..Hendricks, Ind.
Esarey, Lily.....Perry, Ind.
Esarey, Calvin.....Crawford, Ind.
Evans, Pearl E.....Owen, Ind.
Evans, Geno.....Owen, Ind.
Evers, Retta....Bartholomew, Ind.
Ewing, Robert....Hendricks, Ind.
Faulkenboro, Oscar....Perry, Ind.
Ferguson, Harvey.Switzerland, Ind.
Findling, Clyde.....Tipton, Ind.
Fitzsimmons, Susie.....Scott, Ind.
Fisher, E. L.....Martin, Ind.
Fisher, Virgil.....Martin, Ind.
Fletcher, Elmer...Champaign, Ill.
Fletcher, T. C.....Benton, Ind.
Fletcher, Chase....Hendricks, Ind.
Flinn, Willard.....Lawrence, Ind.
Floyd, A. J.....Bond, Ill.
Forester, Edwin.....Clark, Ill.
Foster, Nellie.....Putnam, Ind.
Foster, Jessie.....Benton, Ind.
Foster, Ethel.....Putnam, Ind.
Fowler. Mabel.....Douglas, Ill.

Free, Homer.....Orange, Ind.
Francis, Nellie.....Ripley, Ind.
Freeze, Herbert.....Sullivan, Ind.
Freeze, Delbert.....Sullivan, Ind.
Frazier, Luther H.....Henry, Ind.
Frazier, Jos.....Spencer, Ind.
Funk, V. Ed.....Crawford, Ind.
Fuller, Effie M.....Sullivan, Ind.
Fuhrman, Anna.....Martin, Ind.
Gardner, Eunice.....Carroll, Ind.
Gardner, Fannie.....Scott, Ind.
Gambill, G. W.....Sullivan, Ind.
Garrett, Leona M....Hancock, Ind.
Garrison, Elsie.....Hendricks, Ind.
Gentry, Effie.....Hendricks, Ind.
Gentry, Ione.....Hendricks, Ind.
George, Fred.....Lawrence, Ind.
Gerkin, C. T.....Orange, Ind.
Geier, Wm. E.....Pulaski, Ind.
Gise, Grover D.....Fayette, Ind.
Gillaspie, Irma.....Boone, Ind.
Giltner, Grant.....Clark, Ind.
Gillette, Carrie.....Spencer, Ind.
Gibbens, Ray V.....Tipton, Ind.
Gilmore, Florence...Dearborn, Ind.
Gillis, Ezra L.....Mason, Ky.
Gibson, Orville.....Perry, Ind.
Glover, Frank.....Daviess, Ind.
Gorrall, Edna.....Hendricks, Ind.
Goff, Charley.....Putnam, Ind.
Goff, Cintilla....Montgomery, Ind.
Goodson, Emma....Hendricks, Ind.
Goodner, Effie S..Switzerland, Ind.
Gobbel, Nelia.....Orange, Ind.
Gore, Roy C.....Martin, Ind.
Gore, Grace.....Martin, Ind.
Gorby, Nora G.....Sullivan, Ind.
Greene, Margaret..Hendricks, Ind.
Green, Mellie P...Hendricks, Ind.
Green, Lola.....Johnson, Ind.
Greenwood, Lelah..Hendricks, Ind.
Greer, Oftie.....Morgan, Ind.
Gregg, Paulina.....Johnson, Ind.
Grayson, James.....Jackson, Ind.
Grossman, Edward .....
....Vanderburg, Ind.
Graves, Emma.....Putnam, Ind.
Gray, Ernest.....Hendricks, Ind.
Gresham, Wilson C.....
....Washington, Ind.
Griffith, Herbert L..Dearborn, Ind.
Grogan, Mary J.....Benton, Ind.
Grannan, W. A.....Daviess, Ind.
Gudgel, W. Graham.Jefferson, Ind.
Hazlewood, Dessie....Orange, Ind.
Hatfield, Margaret.....Perry, Ind.
Harris, Henry.....Lawrence, Ind.
Harris, Oliver B.....Clinton, Ill.
Harris, Ruth.....Boone, Ind.
Harper, Anna.....Hendricks, Ind.
Harper, Anna.....Hendricks, Ind.
Harper, Josephine.Hendricks, Ind.
Harbert, Ambrose.....Posey, Ind.
Hargeshimer, J. W..Jennings, Ind.
Hayes, Nellie.....Hendricks, Ind.
Haines, Frances E.....Boone, Ind.
Hansel, Floyd M.....Parke, Ind.
Harlan, Ethel.....Hendricks, Ind.
Hall, Pearl A.....Henry, Ind.
Hadley, Walter E..Hendricks, Ind.
Hadley, Jennie.....Hendricks, Ind.
Hadley, J. S.....Hendricks, Ind.
Hadley, Martha...Hendricks, Ind.
Harvey, Drenen...Hendricks, Ind.
Harvey, Effie.....Hendricks, Ind.
Harvey, Fred L.....Fountain, Ind.
Harvey, Kate.....Putnam, Ind.
Harrison, Carrie..Hendricks, Ind.
Hargrave, Hazel...Hendricks, Ind.
Hargrave, Homer..Hendricks, Ind.
Harrod, L. S.....Scott, Ind.
Harrod, C. G.....Scott, Ind.
Harmon, Ethel.....Clark, Ind.
Harmon, Maude.....Clark, Ind.
Harmon, C. F....Switzerland, Ind.
Harmon, Thomas.....Daviess, Ind.
Hayworth, Albert.Hendricks, Ind.
Harrell, Etta.....Lawrence, Ind.
Hayes, Jennie.....Shelby, Ind.
Hadlock, Lillian.....Pike, Ind.
Hale, Clara.....Sullivan, Ind.
Hamrick, Essye.....Putnam, Ind.
Hagan, A. J.....Spencer, Ind.
Hauswald, Merle.....Floyd, Ind.
Hatton, Henry ... .Brown, Ind.
Hatton, Frank.....Floyd, Ind.
Hardin, Melva.....Hendricks, Ind.
Hepler, Jas. O.....Fountain, Ind.
Heller, Bertha.....Jackson, Ind.
Hendrickson, Harvey..Morgan, Ind.
Hedrick, Geo. O..Washington, Ind.
Hendrickson, Mae....Sullivan, Ind.
Henderson, Leota.....Jackson, Ind.
Hendricks, Perry C.Harrison, Ind.
Hendrix, Bertha.....Carroll, Ind.
Heazle, B. A.....Owyhe, Idaho.
Henebry, Margaret....Union, Ind.
Hert, Arie.....Lawrence, Ind.
Hemphill, Minnie.....Jasper, Ind.
Herring, Erie.....Daviess, Ind.
Highsmith, W. L.....Crawford, Ill.
High, Sadye.....Warren, Ind.
Hilt, Amy.....Spencer, Ind.
Hilt, John.....Spencer, Ind.
Hiatt, Francis..Bartholomew, Ind.
Hinds, Alfred M.....Floyd, Ind.
Hill, Ellen.....Boone, Ind.
Hill, Elbert O.. .....Orange, Ind.
Hill, Jennie.....Carroll, Ind.
Hill, Jessie.....Carroll, Ind.
Hiley, Emma.....Spencer, Ind.
Hinds, Mabelle C.....Spencer, Ind.
Highsmith, Otto....Crawford. Ill.
Highsmith, Burrel...Crawford, Ill.
Hooker, Ora.....Clark, Ind.
Hoard, Alice.....Scott, Ind.
Hoard, Grace.....Scott, Ind.
Houze, Florence.Switzerland, Ind.
Holman, Ressa.....Morgan, Ind.
Howell, Lulu.....Morgan, Ind.
Howell, Mary.....Morgan, Ind.
Howe, Elizabeth.....Decatur, Ind.
Horner, Mary.....Lawrence, Ind.
Hollon, Emma.....Pike, Ind.
Hodges, Rachel.....Morgan, Ind.
Hodges, Harlan E...Morgan, Ind.
Hodges, Charles...Hendricks, Ind.
Holbert, Leslie C.....Parke, Ind.
Hostetter, Mehrle..Hendricks, Ind.
Hornaday, Fern...Hendricks, Ind.
Hoehn, H. F.....Montgomery, Ill.
Hopkins, Ada.....Daviess. Ind.
Hunter, Bertha.....Daviess, Ind.
Huntington, Ernest...Benton, Ind.
Huston, Grover...Washington, Ind.
Huston, Alva.....Washington, Ind.
Huston, Olive E.Washington, Ind.
Hull, Ira T.....Warrick, Ind.
Hull, Louie.....Warrick, Ind.
Hughes, Mabel C.....Shelby, Ind.
Hunt, Mary I.....Randolph, Ind.
Huff, Lucy.....Fountain, Ind.
Hunt, Carl F.....Vigo, Ind.
Hunt, Lucretia.....Sullivan, Ind.
Hutsen, Mary A.....Barthol, Ind.
Ice, Olive.....Benton, Ind.
Imes, Harry.....Fulton, O.
Inman, O. W.....Greene, Ind.
Isaacs, Bertha.....Jackson, Ind.
Isaacs, Willard.....Jackson, Ind.
Jackson, Carrie...Hendricks, Ind.
Jackson, Paul.....Putnam, Ind.
Jackson, Donald.....Shelby, Ind.
Jackson, C. R.....Jackson, Ind.
James, Blanch.....Douglas, Ill.
Jessup, Graham.....Jefferson, Ind.
Jessup, A. S.....Jefferson, Ind.
Jessup, Harley C...Jefferson, Ind.
Jones, Lloyd.....Morgan, Ind.
Jones, Mellie.....Hendricks, Ind.

Jones, Otto L.....Brown, Ind.
Jones, Lidia.....Douglas, Ind.
Jones, Bertha R.....Warren, Ind.
Jones, Blanch V.....Orange, Ind.
Jones, Leowen.....Shelby, Ind.
Jones, Carrie.....Shelby, Ind.
Jones, Grace.....Brown, Ind.
Johnson, Irene.....Benton, Ind.
Johnson, Ila.....Hendricks, Ind.
Johnson, Arley D...Randolph, Ind.
Job, A. Herdis...Hendricks, Ind.
Jordan, R. C.....Clinton, Ind.
Jollief, John.....Parke, Ind.
Julian, Elma.....Hendricks, Ind.
Julian, Lena M.....Hendricks, Ind.
Judy, Loy.....Lawrence, Ill.
Kay, Vinson.....Owen, Ind.
Kelly, Lawrence.....Perry, Ind.
Kelley, L. Harry.....Brown, Ind.
Kelley, Jesse.....Harrison, Ind.
Keller, Walter W.....Putnam, Ind.
Keller, Grover.....Daviess, Ind.
Keeney, Dale B.....Ohio, Ind.
Kennedy, Iva.....Hendricks, Ind.
Kennedy, Ella.....Spencer, Ind.
Kennedy, Earl..Washington, Ind.
Kennedy, A. H.....Hendricks, Ind.
Kennedy, Mrs. R. O.Hendricks, Ind.
Kendal, Marie.....Hendricks, Ind.
Kent. Zada.....Crawford, Ind.
Kerr, Emmaline....Dearborn, Ind.
Kessler, Charles A..Hancock, Ind.
Keiser, Jesse N.....Hamilton, Ind.
Kesler, Eva.....Hendricks, Ind.
Kersey, Carrie....Hendricks, Ind.
Kellett, Thos.....Daviess, Ind.
Kern, Cash.....Jackson, Ind.
Kellum, George.....Clay, Ind.
Ketcham, Grace .....Daviess, Ind.
Kiphart, Celia.....Clinton, Ind.
King, Minnie P.....Lawrence, Ind.
King, Clara.....Jefferson, Ind.
Kirk, Harry.....Lawrence, Ind.
Kirk, Orlin.....Crawford, Ind.
Kinder, Henrietta.....Martin, Ind.
Kinnick, Jazeb.....Johnson, Ind.
Kirkham, Pauline.Hendricks, Ind.
Kitch, Alvie S.....Owen, Ind.
Kiger, M. A.....LaBette, Kan.
Kistler, Amy S.....Martin, Ind.
Kinsey, Laura E.Bartholomew, Ind.
Killey, Myrta.....Scott, Ind.
Killion, Oral E.....Knox, Ind.
Kinnaman, Howard.Hendricks, Ind.
Kirk, Ada.....Hendricks, Ind.
Kivett, Grafton.....Morgan, Ind.
Kney, Edward.....Rush, Ind.
Knight, Bert.....Hendricks, Ind.
Knight, Mollie.....Lawrence, Ind.
Knight, L. H.....Lawrence, Ind.
Knight, Flora.....Monroe, Ind.
Knight, Florence P...Monroe, Ind.
Knight, J. C.....Henry, Ind.
Knabel, Gertrude.....Floyd, Ind.
Kopp, Clarence.....Harrison, Ind.
Lamar, Robert.....Hancock, Ky.
Lange, Wm. F.....Dearborn, Ind.
Lawson, Katie....Hendricks, Ind.
Lawson, Wm. .....Putnam, Ind.
Lang, T. G.....Harrison, Ind.
Lang, John W.....Harrison, Ind.
Land, Oma .....Rush, Ind.
Land, Lawrence ....Sullivan, Ind.
Lambert, Charles..Hendricks, Ind.
Lathrop, Ralph B..Crawford, Ill.
Lanham, Mary .....Switz, Ind.
Lanham, Jeanette .....Switz, Ind.
Lamm, Glen .....Miami, Ind.
Lanman, Grace .....Perry, Ind.
Lasher, Lafe .....Perry, Ind.
Landis, Edna .....Carroll, Ind.
Lawyer, Becca M....Daviess, Ind.
Lamb, Earl .....Randolph, Ind.
Lamb, F. Elva.....Benton, Ind.
Laughlin, Cinda .....Daviess, Ind.
Laughlin, Della .....Daviess, Ind.
Lay, Bertie M.....Daviess, Ind.
Leer, Lawrence .....Elkhart, Ind.
Leak, Roscoe R..Hendricks, Ind.
Leach, Granville..Hendricks, Ind.
Leachman, Effie....Hendricks, Ind.
Leonard, Fannie .....Furnas, Neb.
Lewis, Carl .....Jackson, Ind.
Lewis, Cleveland O..Jackson, Ind.
Lebo, Aetna .....Warren, Ind.
Lee, Otto A.....Shelby, Ind.
Lee, (Mrs.) Margaret..Shelby, Ind.
Lemmon, J. C.....Daviess, Ind.
Leslie, Frank Eugene.....
..... Hancock, Ind.
Livingston, W. L.....Green, Ind.
Little, Lucile .....Hendricks, Ind.
Little, Wm. O.....Warren, Ind.
Link, Amelia .....Spencer Ind.
Line, Zada .....Orange, Ind.
Linville, Joseph .....Shelby, Ind.
Lingeman, Roy ...Hendricks, Ind.
Lock, Dora E....Switzerland, Ind.
Lounsbury, John M.....
..... Montgomer, Ill.
Loughmiller, Alonzo.....
..... Harrison, Ind.
Lovelace, Sadie.....Sullivan, Ind.
Lovelace, Ora.....Sullivan, Ind.
Long, Bertha .....Clay, Ind.
Lowe, C. Grace.....Shelby, Ind.
Logue, Rosa .....Fayette, Ill.
Logue, Stella .....Fayette, Ill.
Loy, Zelda .....Carroll, Ind.
Loveall, Anna .....Clay, Ind.
Lockwood, C. L.....Salina, Ill.
Logan, Mary .....Putnam, Ind.
Lusk, Alton .....Dearborn, Ind.
Luscomb, Elizabeth.....
..... Hendricks, Ind.
Luscomb, Cornelia.Hendricks, Ind.
Lutes, D. L.....Monroe, Ind.
Luckey, Alice .....Jackson, Ind.
Lytle, Zene .....Crawford, Ind.
Lydy, L. L.....Hancock, Ind.
Mahorney, Efa ....Lawrence, Ind.
Mahorney, Eva ....Lawrence, Ind.
Mahoney, Will E.....Benton, Ind.
Malan, Clement ....Madison, Ill.
Mason, D. N.....Perry, Ind.
Maddox, Lee .....Crawford, Ind.
Martin, Ira .....Shelby, Ind.
Martin, Theodore T..Orange, Ind.
Martin, Claude .....Perry, Ind.
Martin, Maysie .....Douglas, Ill.
Martin, Llora B....Lawrence, Ill.
Martin, Fred .....Clay, Ind.
Martin, Walter O.....Clay, Ind.
Mattingly, Ray S....Spencer, Ind.
Manners, Mrs. Kate.....
..... Hendricks, Ind.
Markel, Bruce .....Harrison, Ind.
May, Millard .....Boyd, Ky.
May, Andrew J.....Orange, Ind.
Marting, Martha.....Franklin, O.
Mann, Clarence E....Warren, Ind.
Mann, Myrtle M.....Marion, Ind.
Marshall, Milton .....Marion, Ind.
Masten, May .....Hendricks, Ind.
Malinee, Grace .....Floyd, Ind.
Mathers, Bertha .....Orange, Ind.
Marlowe, Alice ....Fountain, Ind.
Maze, Edna .....Shelby, Ind.
Mace, Celesta ....Hendricks, Ind.
McCalment, Dora...Fountain, Ind.
McCartney, Glenne.....
..... Jefferson, Ind.
McCurdy, Fred T..Hendricks, Ind.
McClure, Lloyd .....Elkhart, Ind.
McCoy, Orlando .....Daviess, Ind.
McClure, Jesse A.....Parke, Ind.
McClure, Shirley ..Dearborn, Ind.
McCormick, Geo. P...Fayette, Ill.
McCormick, Will ....Fayette, Ill.
McCoy, S M.....Putnam, Ind.

McCain, Curtis .....Carroll, Ind.
McCarter, Edna .....Daviess, Ind.
McClanahan, A A...Jefferson, Ind.
McCannon, Jas. ....Sullivan, Ind.
McCannon, John C..Decatur, Ind.
McConnell, Irma ....Benton, Ind.
McCullough, Oscar...Putnam, Ind.
McDonald, Roy ....Jefferson, Ind.
McDaniels, Edna ..Hendricks, Ind.
McDaniel, C E. ..Hendricks, Ind.
McCafferty, Grace....Daviess, Ind.
McCune, August H....Dubois, Ind.
McFadden, Edith..Hendricks, Ind.
McGeehee, Lucy, ...Daviess, Ind.
McKeand, Mattie .....Scott, Ind.
McKinsey, Rena .....Boone, Ind.
McKnight, E. John.Hamilton, Ind.
McMilan, Willie ....Johnson, Ind.
McMilan, Bertha ...Hamilton, Ind.
McMahon, Maggie F..Jackson, Ind.
McNoun, Roland ....Newton, Ind.
McNew, T. C.....Bond, Ill.
McPike, R. D.....Lawrence, Ind.
McPheeters, Anna.....
..... Washington, Ind.
McGaughey, Walter L.....
..... Putnam, Ind.
McGuire, Clara .....Benton, Ind.
Means, Blanche C.....Shelby, Ind.
Means, Ethel .....Marion, Ind.
Mead, Arthur....Washington, Ind.
Mead, Carl A....Washington, Ind.
Meister, Simon.....Ripley, Ind.
Meyer, Dena D.....Decatur, Ind.
Meseke, Reka...Bartholomew, Ind.
Mewhirter, Raleigh.....
..... Bartholomew. Ind.
Medsker, Lillie ....Hendricks, Ind.
Mendel, Ida .....Dearborn, Ind.
Meal, Gar .....Rush, Ind.
Meadows, Allie .....Law, Ind.
Mills, Samuel H.....McLean, Ky.
Mills, Sophya .....Hendricks, Ind.
Miles, Clara .....Daviess, Ind.
Miles, Minnie .....Perry, Ind.
Miles, Winfield.....Perry, Ind.
Miller, Llora .....Shelby, Ind.
Miles, Clarence ....Lawrence, Ind.
Mitchell, C. F.....Martin, Ind.
Milliken, John ...Hendricks, Ind.
Milburn, Sarah .....Dubois, Ind.
Michael, G E .....Putnam, Ind.
Moffett, D. O.....Putnam, Ind.
Moseby, Radie .....Perry, Ind.
Montgomery, C. H.....
..... Hendricks, Ind.
Montgomery, Wayne..Spencer, Ind.
Moses, Ethel .....Barthol, Ind.
Moore, Lora .....Hendricks, Ind.
Moore, Leola O.....Putnam, Ind.
Morlan, Dana .....Parke, Ind.
Morlan, Grace .....Parke, Ind.
Morlan, Bertha M.....Lorain, O.
Morris, Florence .....Newton, Ind.
Mood, Virgil .....Greene, Ind.
Murray, C. A.....Clay, Ind.
Murphey, Frankie ...Fayette, Ind.
Mushrush, A. E.....Lawrence, Ill.
Myers, Robt. .....Morgan, Ind.
Myers, Samuel .....Johnson, Ind.
Newlin, Mrs. Minta.Crawford, Ill.
Newlin, B. W .....Dyer, Tenn.
Newland, R. A.....Fannin, Tex.
Newland, Elmer .....Fayette, Ind.
Newbold, Agnes A.....Mason, Ill.
Newbold, John .....Iroquis, Ill.
Neeley, Herman...Williamson, Ill.
Neese, George .....Johnson, Ind.
Neal, Harold .....Ohio, Ind.
Neal, Ivah .....Lawrence, Ind.
Neal, Iris .....Lawrence, Ind.
Neier, C. H.....Putnam, Ind.
Neideffer, Monta...Lawrence, Ind.
Niswander, J. M...Hendricks, Ind.
Nicholas, Etta ...Vermillon, Ind.
Nicholson, Jennie ....Dubois, Ind.
Niswander, Mrs. Laura.....
..... Hendricks, Ind.
Nichols, Mrs. Moretta.....
..... Hendricks, Ind.
Nichols, Bruce .....Edgar, Ill.
Nitchman, Eva .....Knox, Ind.
Noe, Minnie .....Clark, Ind.
Noble, Claude .....Parke, Ind.
Nowlin, Archie E...Dearborn, Ind.
Nutgrass, Maude ....Putnam, Ind.
Nuttall, Arch .....Crawford, Ill.
O'Bannon, Maurice ..Harison, Ind.
O'Brien, Cecil S...Hendricks, Ind.
O'Brien, Lelah F....Putnam, Ind.
O'Brien, Florence ...Putnam, Ind.
O'Brien, E F .....Putnam, Ind.
Oliver, Minnie A.....Putnam, Ind.
Oliver, Amanda L....Putnam, Ind.
Olyer, Grace .....Cass, Ind.
Osborn, Chester W.....
..... Switzerland, Ind.
Osborn, F. Friedly.....
..... Daviess, Ind.
Osborn, Marie .....Clinton, Ind.
Osborn, Elsie M.....
..... Switzerland, Ind.
Owen, Logan .....Hendricks, Ind.
Parrish, Dillard L ..Howard, Ind.
Park, A. C.....Switzerland, Ind.
Park, H. Cecil .....Clark, Ind.
Parker, Clevie .....Putnam, Ind.
Parker, F. A.....Hendricks, Ind.
Parker, Russell .....Johnson, Ind.
Patton, Elmer ..Washington, Ind.
Palmer, Ethel .....Ohio, Ind.
Payne, Viola .....Monroe, Ind.
Padgett, Cora .....Orange, Ind.
Parsons, Jennie .....Dubois, Ind.
Patterson, O. H ....Daviess, Ind.
Pattison, Marion ..Hendricks, Ind.
Pattison, Albert ..Hendricks, Ind.
Pardun, Effie .....Ripley, Ind.
Parmerlee, Ida .....Brown, Ind.
Perry, John .....Fountain, Ind.
Perry Bert A .....Spencer, Ind.
Perry O. L.....Spencer, Ind.
Peterson, Henry ...Crawford, Ind.
Peterson, E. O.....Grant, Ind.
Peterson, Gertrude.....
..... Hendricks, Ind.
Peterson, Charles A.....
..... Hendricks, Ind.
Peters, Noble.....Harrison, Ind.
Pettigrew, Albert ....Shelby, Ind.
Pender, Guy .....Jefferson, Ind.
Peck, Chester .....Rush, Ind.
Phares, Lola M.. ...Shelby, Ind
Phares, Chester R....Shelby, Ind.
Pheasant, Inez.....Jefferson, Ind.
Phillips, Elsie ....Hendricks, Ind.
Philips, Grant .....Scott, Ind.
Phipps, Edgar.....Harrison, Ind.
Ping, Charles.....Monroe, Ind.
Plowman, M. A..Washington, Ind.
Pleasant, Ollie .....Benton, Ind.
Plotner, Degole .....Cass, Ind.
Pontrich, John T.....Perry, Ind.
Power, Harvey .....Hancock, Ind.
Power, Oscar .....Hancock, Ind.
Powner, Walter .....Marion, Ind.
Porter, Elveree..Montgomery, Ind.
Pound, J. C.....Clark, Ind.
Poyer, Erwin .....Scott, Ind.
Powell, Bessie..Bartholomew, Ind.
Pratt, O. C.....Hendricks, Ind.
Prout, John .....Lawrence, Ind.
Prifogle, Frank J.....Tipton, Ind.
Pumphrey, Lola M.....Tipton, Ind.
Quackenbush, Elbert..Orange, Ind.
Ray, L. B.....Johnson, Ky.
Ray, George .....Lawrence, Ind.
Ragland, Charlie ..Hendricks, Ind.
Rariden, L. Bradley..Carroll, Ind.
Ratliff, Albert.....Hendricks, Ind.

Rainey, Everett .....
..... Bartholomew, Ind.
Ralston, Mary E.....Orange, Ind.
Ragains, Omer...Washington, Ind.
Rankin, Julian .....Clark, Ky.
Ratliff, Lelia.....Hendricks, Ind.
Randolph, Jennie F.....
..... Hendricks, Ind.
Ratliff, Albert ...Hendricks, Ind.
Raquet, Harvey B..Hamilton, Ind.
Rader, Myrtle .....Putnam, Ind.
Resler, Eugene E....Daviess, Ind.
Reeder, Floyd.....Carroll, Ind.
Reeves, Lawrence ..Harrison, Ind.
Reuille, John .....Allen, Ind.
Reynolds, Ruby .....Benton, Ind.
Reynolds, Ella .....Perry, Ind.
Reed, Clara .....Putnam, Ind.
Record, Frank S....Johnson, Ind.
Reitzel, Elbert P.....
..... Hendricks, Ind.
Rhodes, Everett .....Shelby, Ind.
Rhude, Anna .....Brown, Ind.
Richardson, Rose...Fountain, Ind.
Richardson, Lora ....Brown, Ind.
Rinehart, Nettie .....Jackson, Ind.
Rieman, James .....Ohio, Ind.
Rice, Wm. J.....Boyd, Ky.
Rice, Cynthia .....Boyd, Ky.
Richardson, Maude ..Spencer, Ind.
Roberts, Thornton..Jefferson, Ind.
Roberts, Hazel E.....Orange, Ind.
Root, Fred .....Lawrence, Ind.
Rodman, Rolla W.....
....Washington, Ind.
Roegge, Walter .....
..... Bartholomew, Ind.
Robinson, Edward ..Newton, Ind.
Robertson, Earl S....Jackson, Ind.
Robertson, Rispah..Jefferson, Ind.
Robertson, Margaret.Warrick, Ind.
Robertson, George W..Shelby, Ill.
Ross, Mary K.....Carroll, Ind.
Ross, Connor .....Dearborn, Ind.
Roll, Curt .....Washington, Ind.
Ropp, Benj.....Shelby, Ind.
Roach, Sarah M.....Putnam, Ind.
Rohm, Grace .....Parke, Ind.
Rous, Harriett...Switzerland, Ind.
Robson, J. R..Westmoreland, Pa.
Robson, Mrs. Bertha.....
..... Westmoreland, Pa.
Rush, Elmer.....Washington, Ind.
Ruark, Urtle .....Putnam, Ind.
Ruark, Ethel .....Putnam, Ind.
Rutledge, Mattie E.....
..... Jefferson, Ind.
Runnels, L. A.....Hendricks, Ind.
Ryan, O. J.....Tipton, Ind.
Sands, H. R.....Parke, Ind.
Samuels, L. N.....Fountain, Ind.
Saddler, John T.....Perry, Ind.
Sample, Sylvia .....Clark, Ind.
Sageser, F. M.....Orange, Ind.
Sanford, Eulalie .....Daviess, Ind.
Sackett, L. W....Tippecanoe, Ind.
Sackett, Mrs. L. W.....
..... Tippecanoe, Ind.
Sample, Sylvia .....Clark, Ind.
Sanders, Virgil H..Fountain, Ind.
Sanderson, Mary .....Carroll, Ind.
Scott, Bert L.....Floyd, Ind.
Scearce, Alta ....Hendricks, Ind.
Sears, Lanta .....Hendricks, Ind.
See, Elzie B.....Howard, Ind.
Sellers, Mabel ....Hendricks, Ind.
Shaffer, D. W.....Harrison, Ind.
Shaffer, Corda C ..Harrison, Ind.
Shafer, J. W.....Daviess, Ind.
Shroyer, Elza ..Bartholomew, Ind.
Shank, Hattie L.....Jackson, Ind.
Sheets, Alice C.....Crawford, Ill.
Shaw, Mary .....Switzerland, Ind.
Shaw, Lawrence, ...Jefferson, Ind.
Sherrill, Gail.....Hendricks, Ind.
Showalter, Edna .....Union, Ind.
Shipley, Johin W.....Monroe, Ind.
Shoppell, Merta M.....Clay, Ind.
Shomaker, A. J.....Jackson, Ill.
Simmons, Ida .....Dubois, Ind.
Simmons, Maude .....Dubois, Ind.
Simmons, Claude E..Putnam, Ind.
Sims, William .....Daviess, Ind.
Slinkard, Audrey ....Daviess, Ind.
Smithson, Tuna .....Putnam, Ind.
Smith, Lena .....Putnam, Ind.
Smith, Blanche ....Lawrence, Il.l
Smith, Robt. G.....Coles, Ill.
Smith Alberta E.....Wayne, Ill.
Smith, Esta M....Hendricks, Ind.
Smith, Claude C....Sullivan, Ind.
Smith, Richard E.....Parke, Ind.
Smith, Clyde .....Parke, Ind.
Smith, Emory F....Lawrence, Ind.
Smith, Laura .....Hendricks, Ind.
Smith, Clara D....Hendricks, Ind.
Smith, Logan .....Lawrence, Ind.
Smith, M. P.....Gallatin, Ill.
Smith, Roscoe, ...Crawford, Ill.
Smith, Andrew, ...Benton, Ind.
Smith, B. Austin.....Daviess, Ind.
Snodgrass, J. P.....Clinton, Ind.
Snyder, L. C.....Spencer, Ind.
Snyder, Will C.....Hamilton, Ind.
Somerville, Irene .....
..... Hendricks, Ind.
Soper, Lelah .....Hendricks, Ind.
Souerdike, John .....Daviess, Ind.
Springle, Althea.....Perry, Ind.
Sprinkle, Alma .....Perry, Ind.
Spencer, Eva .....Putnam, Ind.
Sprague, Everett .....
..... Bartholomew, Ind.
Sporleder, Harlin .....
..... Switzerland, Ind.
Springer, Ora .....Martin, Ind.
Sparks, Goulde .....Boone, Ind.
Spaulding, A. J.....Warrick, Ind.
Speer, Helen M.....Union, Ind.
Spillman n, Ora....Hendricks, Ind.
Stringer, Maude .....
..... Bartholomew, Ind.
Stonecipher, Clarence .....
..... Harrison, Ind.
Stacer, John .....Gibson, Ind.
Stephens, B. E.....Clay, Ind.
Stephens, Owen C..Warrick, Ind.
Steele, Roy F.....Sullivan, Ind.
Steele, Wm. .....Shelby, Ind.
Steele, Luther B.....Putnam, Ind.
Stalcup, B. Floyd.....
..... Washington, Ind.
Stephenson, I. E....Gallatin, Ky.
Stephenson, Florence .....
..... Washington, Ind.
Stephenson, Blanche .....
..... Montgomery, Ind.
Street, Homer .....Orange, Ind.
Stout, Melvin ....Hendricks, Ind.
Stevens, Albert ....Harrison, Ind.
Stevens, Wm. D....Harrison, Ind.
Stewart, Mary .....Rush, Ind.
Stewart, Garland ..Hancock, Ky.
Stuckey, L. E ..Bartholomew, Ind.
Staples, Althea ....Christian, Ill.
Strong, Iola .....Fountain, Ind.
Stout, Nellie .....Jefferson, Ind.
Strain, Leco .....Monroe, Ind.
Stepanek, Grace ...Randolph, Ind.
Staley, Grover C.....Owen, Ind.
Stutsman, Inez ..Hendricks, Ind.
Steinmetz, Jos. W..Dearborn, Ind.
Summers, A. K ....Crawford, Ind.
Sutton, Otha .....Lawrence, Ind.
Suttles, Katie V....Fountain, Ind.
Sutton, Robt. R.....Martin, Ind.
Suter, E. M.....Fountain, Ind.
Swift, Eugene .....Floyd, Ind.
Swalley, Earl .....Clay, Ind.
Switzer, Nellie .....Jackson, Ind.

Swails, Voyle .....Decatur, Ind.
Swindler, Earl .....Boone, Ind.
Swindler, Bert .....Boone, Ind.
Tadlock, Ora D....Crawford, Ind.
Tadlock, Fannie .....Shelby, Ind.
Takata, John Y.....
.....San Francisco, Cal.
Taylor, C. E.....Crawford, Ind.
Tetrick, Agnes .....Greene, Ind.
Terry, George .....Lawrence, Ind.
Terry, Sumner W.....Shelby, Ind.
Templin, C. W....Hendricks, Ind.
Tedford, Everett.....Crawford, Ill.
Terman, Bertha .....Putnam, Ind.
Teters, Myrtle .....Madison, Ind.
Tevis, Bernice .....Jefferson, Ind.
Thompson, H. J.....Parke, Ind.
Thompson, J. T....Lawrence, Ky.
Thompson, Lulu ...Crawford, Ill.
Thornbury, Walter ....Boyd, Ky.
Thomas, Fred .....Putnam, Ind.
Thomas, Henry ....Hancock, Ind.
Thomas, Bertha ....Putnam, Ind.
Thomas, Pearl .....Parke, Ind.
Thomas, Laura .....Parke, Ind.
Thomas, George E.....Grant, Ind.
Thomas, Cleve .....Putnam, Ind.
Thrasher, Amy .....Monroe, Ind.
Thayer, Leonard .....
..... Bartholomew, Ind.
Timmons, Lydia .....Benton, Ind.
Tinkler, Anna .....Spencer, Ind.
Toon, Mont .....Martin, Ind.
Torrance, Howard H..Martin, Ind.
Toole, J. Lisle .....Warrick, Ind.
Towell, Hardie M..Fountain, Ind.
Todd, Bessie .....Jefferson, Ind.
Trotter, Evangeline .....
..... Hendricks, Ind.
Trinkle, Wm. F.....Orange, Ind.
Tresslar, Lena .....Johnson, Ind.
Trinkle, Eliza .....Orange, Ind.
Tuley, Clarence .....Spencer, Ind.
Tucker, Laura .....Jackson, Ind.
Tucker, Lee .....Hendricks, Ind.
Tucker, Esther .....
..... Montgomery, Ill.
Tucker, Chas. .....Daviess, Ind.
Underwood, Beryl..Hendricks, Ind.
VanMetre, Nora .....Greene, Ind.
VanMetre, Jas....Washington, Ind.
Vandervort, Vern ...Clinton, Ind.
VanWinkle, Blanche..Spencer, Ind.
VanWinkle, Cyrus ....Perry, Ind.
VanDever, Luella.Switzerland, Ind.
Vanscoyoc, E. E.....
.....Montgomery, Ind.
Vanarsdall, Sallie ..Sullivan, Ind.
Vermillion, Ella.....Putnam, Ind.
Virtue, Pearl.....Greene, Ind.
Vigus, Edna.....Sullivan, Ind.
Voris, Clifton.....Ohio, Ind.
Voyles, Harry M.....
.....Washington, Ind.
Vogelgesang, Frank X.....
.....Dearborn, Ind.
Voyles, Cleveland .....
.....Washington, Ind.
Walker, Lynn.....Shelby, Ind.
Walker, Wm. L....Jefferson, Ind.
Ward, Joseph.....Daviess, Ind.
Ward, Helen M.....Daviess, Ind.
Waugaman, Argus...Elkhart, Ind.
Wade, Albert V.....Spencer, Ind.
Watts, Anna L.....Douglas, Ill.
Watts, Willie.....Fountain, Ind.
Wagner, Harold.....Martin, Ind.
Watson, Evart....Hendricks, Ind.
Watson, Effie.....Vigo, Ind.
Watkins, Mary.....Clark, Ind.
Watkins, Lura V.....Parke, Ind.
Waddell, Grover.....Benton, Ind.
Walters, Jess N.....Sullivan, Ind.
Walsh, Kate C....Hendricks, Ind.
Wayman, Luella.....Brown, Ind.
Wasson, Loyd.....Saline, Ill.
Westhafer, F. V.....Shelby, Ind.
Westhafer, Mattie....Martin, Ind.
Weilbaker, Chas....Harrison, Ind.
Wells, Palmer D.....Jasper, Ind.
West, Irvin Earl..Hendricks, Ind.
West Harrison....Hendricks, Ind.
Weber, W. C.....Edwards, Ill.
Webb, W. M.....Johnson, Ky.
Weaver, Mae.....Clay, Ind.
Weimer, Alma.....Monroe, Ind.
White, Cecil G..Bartholomew, Ind.
White, Clarence.....
.....Bartholomew, Ind.
White, A. E.....Orange, Ind.
White, Phillip....Hendricks, Ind.
White, Horace E.....Brown, Ind.
White, Mrs. Mary J.....
..... Hendricks, Ind.
White, Robt. S.....Warrick, Ind.
White, Wm. Lewis..Lawrence, Ind.
White, Ollie.....Jasper, Ind.
Whyte, Eunice T..Hendricks, Ind.
Wheeler, Edith A.....Floyd, Ind.
Whittinghill, J. P.....
.....Breckinridge, Ky.
Whiteman, Florence..Marion, Ind.
Whisler, Mrs. H. M.Hendricks, Ind.
Whitsett, Goldie.....Scott, Ind.
Whitlock, W. W....Sullivan, Ind.
Wilkinson, Uma.Montgomery, Ind.
Wilkinson, Amy.....Spencer, Ind.
Williams, A. Ray.Washington, Ind.
Williams, Hymer....Putnam, Ind.
Williams, Kate.....Lawrence, Ind.
Williams, H. H.....Wabash, Ill.
Williams, Orpha.....Johnson, Ind.
Williams, Lillie.....Johnson, Ind.
Wiedeman, Lizzie M.Dearborn, Ind.
Wiedeman, Addie C.Dearborn, Ind.
Winkler, Harvey.....Douglas, Ill.
Willette, Lemmie.....Fayette, Ill.
Winn, Jas. C.....Clay, Ind.
Wilson, Nannie....Hendricks, Ind.
Wilson, Mary.....Hendricks, Ind.
Wilson, Chas. L.....Harrison, Ind.
Wilson, Clyde.....Putnam, Ind.
Wilson, Nilas.....Daviess, Ind
Wilson, Paul.....Henry, Ind.
Wingler, Walter..Washington, Ind.
Windell, Julius.....Harrison, Ind.
Wilhite, Ray B.....Morgan, Ind.
Willson, Clarence R.Jefferson, Ind.
Wires, Grace.....Orange, Ind.
Willoughby, Jennie..Montgom., Ill.
Wolfe, Albert O.....Harrison, Ind.
Workman, Chas.....Martin, Ind.
Wood, Harvey A...Hendricks, Ind.
Wood, Ida Olive.....Putnam, Ind.
Wood, Lillie.....Putnam, Ind.
Wood, Ethel.....Parke, Ind.
Wooley, Ella.....Fountain, Ind.
Woodrow, Fred.....Mason, Ill.
Woluing, Horace J..Dearborn, Ind.
Wright, Bessie B.....Knox, Ind.
Wright, Claude E...Randolph, Ind.
Wright, Chas M...Hendricks, Ind.
Wyman, A. R.....Sullivan, Ind.
Yardley, Lillian.....Mason, Ill.
Yerkes, Emory.....Fountain, Ind.
Yeager, Addie.....Sullivan, Ind.
York, Elmer.....Daviess, Ind.
Zeigler, Julia E.....Laporte, Ind.
Zeisz, Charles.....Douglass, Ill.
Ziegler, J. M.....DuBois, Ind.
Ziegner, Augusta .....
....Bartholomew, Ind.
Zink, Delbert E..Washington, Ind.
Zike, Mabel.....Shelby, Ind.
Zion, Ruby Faith..Tippecanoe, Ind.

3 0112 105624123

THE SPRING AND SUMMER TERMS.

The Spring Term.

Especial attention is given to the wants of teachers and those desiring to prepare for teaching. Every needed class will be organized. There will be classes in all the Common Branches; all the High School Branches—Psychology, German, English, History, Teachers' Training (two or three classes), Drawing, Vocal Music, Shorthand, Book-keeping, Typewriting, Law. There will be two to four classes each in Latin, Literature and Higher Mathematics.

The Summer Term.

A Regular Feature.—The Summer Term is a part of our school year and is not organized anew for each summer, as is the case in most colleges. Our regular faculty is in attendance. We employ no subsitutes for this term. We have sustained a Summer Term for twenty-five years and the experience has been worth much to us. We do not believe it boasting to say that we know better how to arrange and conduct short courses of study than schools that have had but a few years' experience.

Healthfulness.—Summer is the best time to attend college. We have less sickness during this term than any other. You do not need to loaf all your vacation. Come to the college and prepare for a higher grade license or different line of work. Danville is the best college town in the country. You will enjoy a summer here.

Accommodations.—You will be given a room in a private home. You will not be kept at the College, except during hours of recitation. You will study at your room and not in a large assembly room as in the state normals.

Special Advantages.—The Regular Faculty is in attendance. Perfect liberty in selecting studies. Library and Reading Room without extra charge. You can enter at any time during the term. University students can bring up their back work. Our grades are accepted by the Universities. You can review any of the common or higher branches.

The Classes.—There will be classes in all the common branches, High School branches, German, Book-keeping, Shorthand, Typewriting, Law, Vocal Music, Drawing, Natural Sciences, Astronomy, Geology, Model School, Pedagogy, etc., in all not less than forty-five classes.

Take Notice.—The Schools of Law, Music and Business are in session.

Write to us, stating your especial needs. We shall promptly tell you whether or not we can meet your wants.